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ABSTRACT

Based on discussions with librarians, library personnel managers, and instructors involved in junior college library technician programs in eight cities, this report of a September 1980 study tour describes the training of library technicians in the United States. Sections cover aims of the study tour; planning the tour; the organization of post-high school education and the development of the library technician movement in the United States; the definition of a library/media technical assistant (L/MTA); L/MTA training program development and structure; the range, level, and duration of L/MTA courses; and distance learning, the job market, certification, and accreditation for L/MTAs. Problems perceived are outlined as the lack of a widely accepted definition of what a technician is and could do; the need for a unified hierarchy of courses with compatibility of qualifications, and content based on task analysis; the need for local advisory committees and external assessment to develop and maintain L/MTA program standing; and the lack of coordination of existing distance learning projects. Recommendations for the improvement of U.S. programs and a series of questions to be considered in Britain are also presented. Extensive appendices present extracts from training program outlines, a manual of position classification standards, and career advisory handbooks; a 10-item bibliography; and a trip itinerary. (ESR)

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Sir Evelyn Wrench Travelling Fellowship 1980

LIBRARY TECHNICIANS IN THE USA

Report
to the Library Association and the English Speaking Union
on a study tour
8th September - 6th October 1980
undertaken by
Ian M Johnson
Director of Liaison and Training Services
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My study tour was made under the auspices of the Sir Evelyn Wrench Travelling Fellowship, which is awarded each year by the English Speaking Union, from whose founder it takes its name, and by the Library Association.

The aims of the Fellowship are two-fold:-

1 to enable the librarian chosen to enrich his or her professional knowledge by visiting American libraries noted for their achievements in his or her special field of interest, and

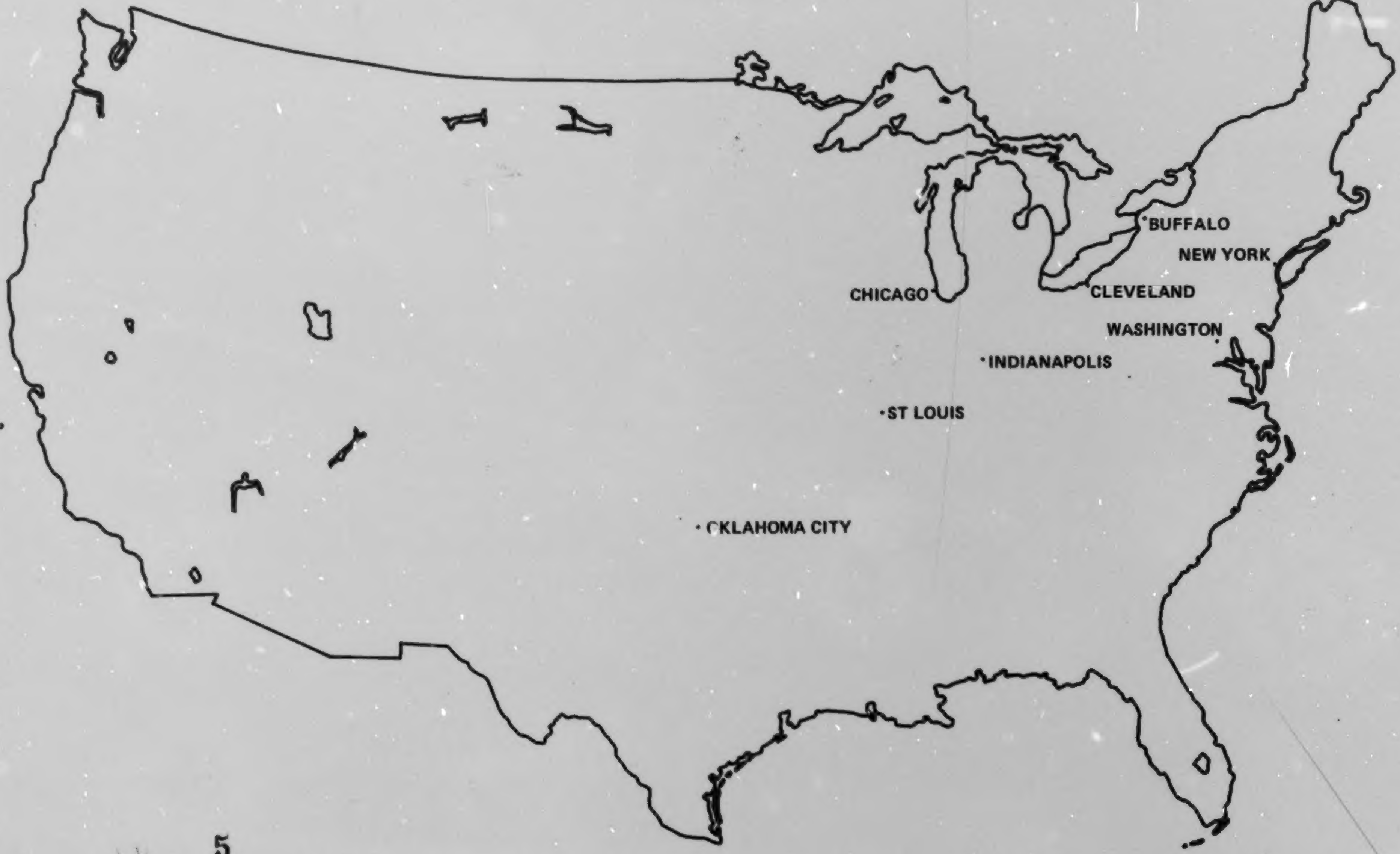
2 to give the librarian an insight into, and understanding of the American way of life.

Numerous members of ESU branches in the USA made me welcome in their homes, adding depth and perspective to my professional observations and providing much welcomed relaxation to relieve the strain of an arduous tour. Throughout my tour, I was also well received by the librarians I met and they talked to me openly about the problems and opportunities in the field I was investigating.

My thanks go, therefore, to the ESU and the Library Association for offering me this unique and invaluable opportunity, to the many librarians whose hospitality I enjoyed, and particularly to those ESU members in the USA (listed in the Appendix) who added immeasurably to the interest of the tour, and who made it so enjoyable.

I should also like to thank the Governors of the College of Librarianship Wales for granting me study leave to undertake the tour.

Ian M Johnson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AIMS OF THE STUDY TOUR

In my previous job - Training Officer for a public library system - I arranged each year for a number of Library Assistants to be given leave and sponsorship to take a course at a local college of further education leading to the City and Guilds of London Institute's Library Assistant's Certificate. I had long been convinced that many of the tasks performed by qualified librarians in most libraries in Britain do not require the knowledge and skills which a professional education develops.

Several public library systems were re-organising the staff in a way which placed on library assistants the responsibility for the execution and supervision of tasks hitherto considered to be the preserve of the professionals. There was (and continues to be) a vigorous debate about the form of staff organisation most appropriate to creating an effective service. Librarians engaged in that debate, however, generally recognised that properly trained library assistants could reasonably be expected to undertake more responsible duties than those which had previously been delegated to them.

However, for a variety of reasons, I was not convinced that the City and Guilds course was what was really needed to provide a limited substitute for aspects of professional education and training.

Pressure for a more advanced course for Library Assistants in Britain was beginning to mount, and the Library Association took note of this in 1977 in the Report of its Working Party on the Future of Professional Qualifications. The eventual outcome was an optional double module, first offered in 1980/81, in Library and Information Work for students taking the complete programme leading to the Business Education Council's National Certificate or Diploma. This has not been without its critics.

The argument in Britain about the kind of education and training required to develop library assistants was becoming complex. In 1975, browsing through the 'Library Journal' in the library at Leeds Polytechnic School of Librarianship, I had chanced upon a news item about Library Technicians in the USA, and began, in an unstructured way, to obtain and read other, more substantive, items relating to developments there and in a number of other countries. It seemed that a fresh perspective was needed in Britain, and an examination of American experience in this field seemed one way to achieve this.

The literature on the subject does not provide a comprehensive or coherent picture of developments, and, in commmon with most other publications in the field of librarianship, tends to emphasise successes. Problems and failures tend to be concealed.

This tour was an attempt to get beyond the invisible barriers created by the literature. I aimed to visit junior colleges to talk to instructors on Library Technician programmes, and a range of libraries to talk to chief librarians and their personnel managers. I also planned to meet people concerned with developments in this field through their involvement in relevant professional associations.

Because of the constraints on the organisation of the tour, the outcome could not be claimed to be a scientifically rigorous survey. Moreover, although I was armed with a checklist of points to discuss, each meeting took on its own character, and time imposed its own limitations.

The report that follows is, therefore, not a disciplined academic exercise, but an informal sampling of fact and opinion.

PLANNING THE TOUR

The Sir Evelyn Wrench Travelling Fellowship offers the recipient hospitality and accommodation in the homes of English Speaking Union members in the USA, and a fixed grant provided by the Library Association towards the cost of travel and incidental expenditure.

Understandably, not all the 83 ESU branches in the USA are able to prevail upon one or more of their members to offer accommodation during a given period. In April, before the scholarship was offered, it had been decided that the tour should take place in September, presumably to avoid clashes of dates with other ESU scholars. In fact, 50 branches offered hospitality in September 1980. Of these, it appeared that about 20 coincided with cities in which I believed there to be one or more centres of interest for the purposes of my tour.

The ESU suggests that the Travelling Fellow should aim to visit between 7 and 9 cities to broaden his or her view of the USA. It is also stipulated that not more than 4 nights should normally be spent in any one city, to contain the pressure on their branches and individual members.

Some of the 20 cities on my first short list had to be ruled out because the cost of travelling to them was prohibitive in the light of the travel grant and the personal funds I was able to make available. Some were smaller towns too far from the major cities to which airline services were relatively frequent for a visit to be practicable within one day. Others appeared, from preliminary investigations, to have nothing of sufficiently exceptional interest to make a visit worthwhile, in terms of the time this would consume in the limited period of the Fellowship. Often a combination of all these factors led to a decision to omit a particular city from my itinerary.

Eventually, I was able to suggest to the ESU a number of cities which I would like to visit, giving an indication of the importance I attached to each visit and the length of time I hoped to spend in each city. In some cases, I was also able to indicate those cities in which professional interests coincided with opportunities for relaxation at weekends.

My detailed travel schedule was planned for me by Ms Pamela Ellyn, of the ESU headquarters in New York, and could not have been better. It met all my objectives, and minimised the intrusion into available working time of necessary inter-city travel. In fact, of my 8 inter-city journeys, only 2 took place on weekday afternoons; the rest were in the evenings and at weekends.

The invitation of applications for the 1980 Fellowship had been unavoidably delayed, with an inevitable effect on the planning of the tour. By the time I received my travel schedule, it was early August, and there was little time left for me to do other than to write to the librarians I wished to meet to announce my intended arrival and to express the hope that the date and time of the meeting which I was suggesting would, in fact, be convenient. Happily, only one appointment (in Buffalo) had to be cancelled, and a couple of others re-arranged. My final itinerary is included as an Appendix.

I visited 12 institutions in the USA which currently or formerly offered a programme of technician level courses in librarianship and information studies. I had intended to visit another, Villa Maria College in Buffalo, but, on arrival in New York, I received a letter from the Librarian informing me that the programme had been discontinued, and that the Program Director was no longer available locally.

I was committed to travelling to Buffalo, and was able to discuss the problem over the telephone with Mrs Elaine Cutting, the ESU branch secretary in Buffalo. Thanks to her and to the generosity of Mr Benjamin Franklin, Director of the Western New York Library Resources Council, who drove me across to Canada, I was able to spend several hours discussing the programme offered by Niagara College of Applied Arts and Technology, Welland, Ontario. This was a useful visit and a stimulating contrast, but the Canadian experience of developing Library Technician programmes appears very different from that of the USA, and needs separate investigation and description. I have therefore deliberately excluded any reference to it from this report.

Most of the people I met provided me with documentation on their activities. Several kindly offered to mail large packets to me. One of these was delayed in the mail, and 2 were lost and replacements had to be requested. By the time these arrived, I was fully preoccupied with preparations for a tour to Greece, Jordan, Iraq and Cyprus, to be undertaken with support from the British Council, and intended to promote links between my College and various institutions in those countries. Subsequently, the urgent need to follow up those visits with formal proposals for commissioned courses, and the demands of a heavy programme of work resulting from changes in British government policies affecting higher education, delayed the production of this report. Although further developments may have taken place in the USA, I have no reason to believe that the observations I have made are any less relevant, particularly as the principal aim of the tour was to seek lessons which might be applied in Britain.

THE ORGANISATION OF POST-HIGH SCHOOL EDUCATION IN THE USA

For the British reader, and perhaps for others, it may be helpful to include a few notes on the organisation of post-high school education in the USA, since this has a fundamental effect on educational provision for Library Technicians.

Programmes leading to the Associate, Bachelor's and Master's degrees comprise a series of individual courses. To obtain a degree with a specific title, the student must successfully complete a number of compulsory courses and a number of option courses (electives), chosen within a specified range.

The student can register for a full-time programme or for an individual course. State finance, in the form of grants or loans for students to cover tuition fees and personal maintenance, is not always generous, and it is not uncommon for students at all levels to have a part-time job or even to be working full-time. In the larger towns and cities particularly, classes are scheduled at times when working students are likely to be able to attend.

Each course is given a value expressed in credit hours. These are related to the pattern of teaching in Semesters of 15 or 16 weeks, and 1 credit hour normally represents 15 to 16 hours' class contact. (Occasionally, references are made to Quarter hours, based on teaching for an 8, 10 or 12 week Quarter, and representing about 8-12 hours' class contact.) To be awarded a degree at any level, a student must satisfactorily complete courses totalling a stipulated number of credit hours. The number of credit hours required for a degree varies from institution to institution, but, in broad terms, 60 semester hours are required for an Associate Degree, 120 for a Bachelor's and 36 for a Master's. A normal load for a full-time student seems to be about 15 hours' class contact per week (compared with 12 hours in a British university).

There is a near standard form of reference to indicate the level of courses, eg:-

> 100 or 1000 series indicates a level appropriate for the first year of college for a full-time student
>
> 200 or 2000 series indicates the second year of college

Junior Colleges (sometimes known as Community Colleges or Vocational/Technical Institutes) usually offer only these first and second level courses, and students graduating with an Associate Degree must have acquired the specified number of credits in stipulated courses, including some at the second level. In addition to courses in the major subject of specialisation, students are required to complete the college's general educational requirements and take various additional elective courses.

Third and fourth level courses are offered only in the universities and other institutions popularly referred to as

'4-year colleges'. To be awarded a Bachelor's Degree, the student must have obtained in his programme of study a specified number of credits for courses at third and fourth level.

Fifth level courses are those normally taken by Master's Degree students in obtaining a qualification broadly comparable to a British postgraduate diploma in librarianship. The sixth level is used in those universities where a Master's Degree is a 2-year full-time programme. It is also used for courses leading to so-called Advanced Certificates, or as foundation courses for Doctoral Degrees. Doctoral Degrees are awarded on the basis of a substantial number of credits for sixth and seventh level taught courses and a dissertation.

Eighth and ninth levels are usually used to refer to specially arranged post-experience courses and short workshops.

DEVELOPMENT OF THE LIBRARY TECHNICIAN MOVEMENT IN THE USA

The division of work and the specialisation of workers increases with each generation, as a result of growing knowledge and the availability of new tools and techniques. When libraries as we know them today began to develop in the nineteenth century, demands on the librarian were limited, and he had no need to share his responsibilities with his subordinates. Changes in the scale and nature of library and information services have placed on the librarian increased responsibilities for their management and professional direction. These changes have not only resulted in developments in what is taught in the Schools of Library and Information Science to potential professionals, but also in a re-examination of the duties of librarians to identify which tasks could be delegated to trained assistants.

When the task of training assistants was seen to be too complex and too demanding to be undertaken on-the-job, thought began to turn in the USA towards the possibility of courses in junior colleges. There appear to have been courses in library work taught in at least one junior college in the 1920s, but on closer examination that may prove to have simply been an attempt to provide a substitute at local level for training at one of only 16 professional library schools which existed then.

The shortage of skilled library manpower which followed World War II led to the establishment in the late 1940s and early 1950s of the first of the contemporary Library Technician programmes, but professional opinion on the rôle of Technicians and the need for them was divided. During the same period, the American Library Association had decided that in future the Master's Degree would be the only educational qualification which it would acknowledge as appropriate for professional status. Raising the level of the professional qualification offers more scope for introducing qualifications for non-professionals at a lower level, but it implicitly threatens the status of those who hold the educational qualification formerly deemed acceptable for professional standing. The coincidence of these developments cannot have helped to promote an impartial assessment of the Technician programmes, and few formal programmes were established in junior colleges during this period.

In the early 1960s, forecasts of another serious manpower shortage in libraries coincided with the beginnings of a major period of expansion in junior colleges generally. By the mid-1960s, there were about 35 Junior College programmes for Library Technicians, but controversy raged about the rôle of the Library Technician and the appropriate forms of training. In the mid-1970s, however, there were reported to be approximately 130 programmes, and the Library Technician (increasingly commonly known as the Library/Media Technician) had apparently become an accepted part of the scene in many libraries, but, by the late 1970s, a marked decline in the number of programmes could be noted.

WHAT IS A LIBRARY/MEDIA TECHNICIAN?

It is important for British readers to recognise that the pattern of employment of non-professional staff in American libraries is very different. The minimum and maximum levels of each salary grade are much closer than is common (in public sector clerical and technical grades) in Britain, and there is more overlap between the salaries paid to different grades. This permits more flexibility in re-imbursing the value of work done by individuals and rewarding them for the skills they bring to the job. It also seems to reflect the different approaches to recruitment and staffing which are made possible and necessary by the financial and academic structure of post-high school education in the USA.

The literature on this subject contains a wide range of definitions, many of them very specific as to the tasks which a Library/Media Technician might be expected to perform. The most authoritative general definition is that issued by the American Library Association in its "Criteria for programs to prepare Library/Media Technical Assistants", which were last revised in 1979. These are reproduced in full as Appendix 1, but it must be remembered that these are advisory guidelines rather than mandatory regulations.

Individual employers apply their own definitions, frequently distinguishing between different levels of work. The US Office of Personnel Management, for example, distinguishes between 3 levels of library aides and 6 levels of library technicians for staff in Federal government employment (see Appendix 2 for details). Although used by some other employers as guidelines, they are only mandatory in Federal agencies.

Since the purpose of this study was to evaluate features of American practice which were likely to be relevant in Britain, no formal attempt was made to assess how widely these national guidelines had been adopted. It was, however, apparent that there were considerable variations in practice.

Discussion and observation during the tour revealed clerical tasks of a responsible or supervisory nature and low level professional routine tasks being undertaken, as they are in Britain, by individuals with a wide variety of experience and educational qualifications. Some were individuals whose education had terminated on leaving high school. Some were studying for or had completed Library Technician programmes or Associate Degrees. Some had obtained their Bachelor's Degree, and in some cases their undergraduate programme included library science courses. Others were students on Master's programmes in library science. However, by no means all of the people who came to my notice had included courses in library science in their previous education, even when the opportunity for them to do so had been available.

L/MTA PROGRAMME DEVELOPMENT

One of the pioneers of L/MTA programmes in the 1960s was the Community and Technical College of the University of Toledo, Ohio. Between 1970 and 1972, a small project team at the College, supported by a research grant from the US Office of Education, devised a model 2-year curriculum which included the following courses:-

Introduction to library resources and services
Introduction to technological media
Technical processes I and II
Technological media production
Reader's services
Public services
Application of computer and automation technology
  to the library
plus 2 career related courses
and supervised field experience

In addition, it included various general educational requirements, which were probably those which happened at that time to be specified by that College.

About 24 semester hours' credit could be obtained for these courses in library techniques.

During the same period, studies were being undertaken in Illinois under the aegis of the American Library Association, which resulted in an analysis of the tasks which might appropriately be performed by staff with differing levels of training - professional, technical and clerical.

A number of the institutions acknowledged using the Toledo model in devising their own programmes, but none had used the Illinois Task Analysis Project. Since any course for technicians should be based firmly on the tasks they are expected to perform, this raised the question of how the programmes had been devised.

Inevitably amongst a selection of institutions singled out largely on the basis of their own publicity, quite a number of the programmes visited had resulted from initiatives by committed personalities, and the importance of this commitment was stressed in several discussions. It was, however, alleged that there were programmes elsewhere in the USA which had been established for political reasons, solely so that colleges could be seen to be offering programmes to support another element of the local community.

The content of some of the programmes clearly reflected the interests of the programme director, eg in media technology. However, in most of the colleges visited, the content of courses had been devised with the advice of committees of local librarians, as is recommended by the American Library Association. At least 8 of the programmes were supported by local advisory committees. At most of these institutions, the establishment of a committee was required by the institution's governing body. Summaries of the objectives and functions of typical advisory committees appear as Appendices 3, 4 and 5. At least two of the programmes visited had made substantial attempts to relate courses the needs of the local professional community. At Florissant Valley, a survey of the needs of the business community in St Louis had been undertaken with support from federal government educational research funds, and new courses devised as a result. At Ivytech, a job task analysis had been undertaken as required under Indiana vocational education regulations, and the course outline defined specific objectives and the standards of performance students were expected to achieve.

In addition to contributing to curriculum development, the committees served other purposes. Members were often active in promoting the programme through their contacts in the local professional community, ensuring a steady stream of students, suitable placements for practicum periods, and job opportunities for graduates.

Membership of the committees was at the invitation of the institution on the recommendation of the programme director and/or existing members of the committees. At least one programme committee included amongst its members a formidable and forthright critic of the programme. Another appeared to be deliberately excluding a potentially valuable ally.

None of the programmes visited appear to have an external examiner to review the assessment of the students and to ensure that appropriate standards were being maintained. The critical rôle of the committee in at least one institution, however, included evaluation of the effectiveness of the teaching carried out by part-time instructors. The limited time available during the tour precluded any investigation of teaching methods or evaluation of standards of teaching, but it is self-evident that a programme which is badly taught will attract little support.

At Manhattan College, there had apparently been no programme advisory committee, and all the students' practical experience had been within the institution's own library. In effect, it was isolated from the professional community. That programme had been discontinued. Whilst there may have been other contributory factors, this professional isolation seemed particularly significant when contrasted with the apparent success of programmes in areas where there was evidently considerable support from members of local advisory committees.

As might be expected, however, local initiatives had resulted in considerable variations in the programmes offered.

L/MTA PROGRAMME STRUCTURES

There were considerable variations between the institutions in the final qualification which it was possible for the student to obtain incorporating library science courses. Seven of the 12 institutions had devised programmes in which library technician courses could be taken as the major specialisation in an Associate Degree. Three others, Oscar Rose College, College of Du Page and Wright College also offered Associate Degree programmes, but as alternatives offered Certificates to students completing programmes consisting largely or almost entirely of librarianship courses. Two institutions offered only Certificate programmes - the USDA Graduate School and Ivytech. At Ivytech and Wright College, Certificate programmes were offered both of a basic and of a more comprehensive nature.

Two of the 12 institutions visited (Butler University and Manhattan Community College) had discontinued their technician level programmes. At Butler University, courses at the higher 300 and 400 levels continue to be offered for teachers who wish to meet the Indiana state certification requirements for school librarians.

Of the 9 institutions offering Associate Degrees, 4 offered an Associate in Arts, 4 an Associate in Applied Science, and one an Associate in Technology. The programmes operated under a variety of titles. Library Technology was the most common (4). Library/Media Technology (3) was also used, as were Library Technical Assistance (2), Library Science (2), and Library Resource Aide (1).

Various opinions were expressed by instructors and students about the attraction for the students of the Certificates and Associate Degrees. Generally, it was suggested that relatively few students taking library technician courses did so as part of an Associate Degree programme. Many students were alleged to be motivated simply to improve their job performance, and not by the general education programmes available. In fact, for those few students who saw the Associate Degree as a stepping stone to a Bachelor's Degree programme, the vocational nature of library technician courses tended to be a handicap.

The tables in Appendix 6 demonstrate that vocational courses form a substantial proportion of the Credits required for Certificates or Associate Degrees. Both Universities accepted their own courses as part of specified Bachelor's Degree programmes within the institution, and the course credits from Manhattan College were said to be fully transferable to 4-year colleges within the City of New York University system. Generally, however, credits earned for vocational courses are not transferable to courses at a higher level, and in that respect the student may be said to have wasted his/her time.

General education requirements vary a great deal from College to College, in terms of both the overall requirement and specific courses. The requirement varied from 3 quarter credits hours to 46 semester credit hours. In most instances, if students taking

L/MTA programmes wished to be awarded a certificate or degree, they were expected to complete each College's standard general educational requirements, and also to take a number of elective courses of a general educational nature, chosen from the total list of courses currently offered by the College or from a specified more limited range.

Courses most commonly available in the general education element required as part of the programme were Communications (8), Social Sciences/Personnel/Human relations (8), Typewriting (7), English composition (6) and Mathematics (6). Data processing/information retrieval and adminstrative/clerical studies were specified in 4 institutions. It is difficult to imagine an employer or student who would not perceive these courses as relevant and potentially useful. The contentious area in educating any technician is always those areas which can be described as liberal studies and whose relevance to the tasks to be undertaken is not always obvious, and these elements were to be found in a number of L/MTA programmes - eg Humanities (5), History (4), Government (3), Literature (2), even Physical Education (2).

This report is not the place to debate the merits of such courses. They do, however, point to a conflict of interest which is particularly acute in the American system. Students' motivation to take courses reflects their educational or career aspirations. An Associate Degree can be an end in itself or a step towards a Bachelor's Degree. However, the regulations for many Bachelor's Degree programmes appear to prohibit the inclusion of credits gained for vocational courses. If the opportunities for students to continue to higher levels are restricted in this way, there seems to be a strong case for re-organising Associate Degree programmes for library technicians so that they require more specific vocational courses and include background courses more obviously relevant to the work of organisations which employ graduates of the L/MTA programmes.

		Credit hours available for L/MTA courses	Total credit hour requirements including general education and electives		
			Certificate	Advanced Certificate	Associate Degree
USDA Graduate School	(Q)	39	33Q	N/A	N/A
University of the District of Columbia	(S)	18	N/A	N/A	60S
Oscar Rose College	(S)	16	31/32S	N/A	62/63S
Florissant Valley	(S)	18	N/A	N/A	64/65S
College of Du Page	(Q)	36	39Q	N/A	93Q
Felician College	(S)	30	N/A	N/A	64S
Prairie State College	(S)	32	N/A	N/A	62S
Wright College	(S)	24*	15S	30	60S
Butler University	(S)	15	N/A	N/A	64S
Ivy Tech	(Q)	37	15Q	67Q	N/A
Cuyahoga College	(Q)	23	N/A	N/A	93Q
Manhattan College	(S)	19	N/A	N/A	69/70S

NOTES

S = Semester basis; Q = Quarter basis
N/A = Not Available
* includes courses offered by 3 other colleges in the Chicago City College System

L/MTA COURSES: RANGE, LEVEL AND DURATION

The number and range of courses in library and information work offered by the 12 institutions visited varied considerably. The number of courses available within the L/MTA programme ranged from 5 to 17 (see Appendix for details). The median number of courses was 8 or 9.

Eight of the institutions visited taught courses on a Semester basis, and 4 by Quarters. This variation in the amount of class contact time available to teach a course inevitably affects the course content. It may, for example, lead to a decision to teach 2 courses on a Quarter basis which might elsewhere be covered by a single course on a Semester basis. Depending on the subject content, it may then be possible to assign these 2 Quarter courses separately to 100 and 200 level as introductory and advanced courses. However, examination of some of the courses offered at the institutions visited reveals no such pattern.

For example, a major area of library technician employment is in support of technical services - acquisitions, cataloguing, etc. Six of the institutions visited offered courses which apparently comprehensively covered this area, and the others offered general courses entitled Acquisitions and/or Cataloguing and Classification.

The following tabulation omits courses where the content is obscured by the title or where an attempt is made to relate the content to specific materials or a specific employment sector. Nonetheless, it does reflect considerable variation in practices, not all of which can be ascribed to different perceptions of educational needs.

	NUMBER OF COURSES OFFERED		
COURSE TITLE:-	Technical Processes	Acquisitions	Cataloguing and Classification
USDA Graduate School		1	1
University of the District of Columbia	1		
Oscar Rose College	1		
Florissant Valley	1		1
College of Du Page		1	1
Felician College			2
Praire State College			1
Wright College		1	
Butler University			1
Ivy Tech	2		
Cuyahoga College	2		
Manhattan College	1		

Moreover, a closer examination of courses reveals further anomalies.

Six institutions offer general courses entitled Technical Processes:-

		Level	Credits	Estimated Contact Hours
University of the District of Columbia		1	3S	45-48
Oscar Rose College		1	3S	45-48
Florissant Valley		Vocational	3S	45-48
Ivy Tech	TP I	2	3Q	48-72
	TP II	2	3Q	
Cuyahoga College	TP I	1	3Q	48-72
	TP II	1	3Q	
Manhattan College		1	3S	45-48

(Note: Contact hours are estimated on the basis of a 15 or 16 week Semester or an 8 or 12 week Quarter.)

Three institutions offered general courses entitled Acquisitions:-

	Level	Credits	Estimated Contact Hours
USDA Graduate School	2	3Q	24-36
College of Du Page	1	5Q	40-60
Wright College	2	3S	45-48

Six institutions offered general courses entitled Cataloguing and Classification:-

		Level	Credits	Estimated Contact Hours
USDA Graduate School	I	1	3Q	48-72
	II	2	3Q	
Florissant Valley		Vocational	3S	45-48
College of Du Page		2	4Q	32-48
Felician College	I	2	3S	90-96
	II	2	3S	
Prairie State College		2	4S	60-64
Butler University		n/a	3S	45-48

From these tabulations, it can be seen that there are considerable variations in level and contact hours. It is possible to teach the subject at different levels and with different educational objectives, and there is, in any case, little difference between the 100 and 200 levels. Variations in level are, therefore, of little consequence. However, variations in probable content and depth of treatment as reflected in contact hours are perhaps a more serious concern.

Other variations were also evident. Eight of the 12 programmes offered credits for practicum, or supervised field experience;

the other 4 did not. The number of credits which might be awarded for practicum varied, as did the stipulated amount of time to be devoted to this. This varied from 7 to 20 hours per week.

The actual content of courses tends to be identified in discussion between the Programme Coordinator, the individual instructors and the local advisory committee. At Ivytech, however, Indiana State Regulations for Vocational Courses required that the syllabus should be based on an analysis of jobs, and should state performance objectives which students would be required to achieve, an approach familiar to anyone with experience of developing industrial training. Elsewhere, however, there appears to be no guarantee that the course will be sufficiently comprehensive to enable the student to transfer his/her skills to other cities and have them recognised and appropriately rewarded. It may even mean that his/her skills are only those relevant to the needs of the libraries in which the local advisory committee work, and the broader spectrum of information work in a community (and the employment potential for technician programme graduates) may be being ignored.

A range of specialist courses was on offer. Audio-visual media and library automation were most common, but not universally available. In only a few instances, however, were courses geared to the needs of special libraries in general or of specific types available. It could be suggested that these variations are due entirely to the need for individual programmes to reflect the needs of libraries and information centres in the areas they serve. Whilst there is some truth in that suggestion, variations to meet local needs might be expected to be manifested in additional elective courses, rather than in core subjects.

The need for such courses has been well demonstrated at Florissant Valley, where a recent survey conducted with financial support from a US government research fund pointed to the need in the business community in St Louis for employees with skills in file management and records management. New courses on these topics have now been established and enrolments are flourishing.

A problem which inhibits the development of such specialist courses is the attitude of College managements, who appear to pay more attention to the economics of staff:student ratios, and all too often take decisions about the viability of individual courses without any regard for the student's need to be able to complete a programme of relevant and interesting courses. The argument that such variety of choice enhances the attraction of the programme and that the authorities should therefore base their support on total enrolments does not appear to have been put convincingly in some cases. Nor does there appear to have been any thought given to co-operation in providing distance learning packages to supplement local tuition.

There is rarely difficulty in finding teachers for specialist courses. Most of the tuition is undertaken on a part-time basis by staff of the host college library and visiting instructors. Use of these part-time instructors does, however, present a number of problems. Some simply cannot teach. At Prairie State College, teaching is reviewed by members of the local advisory committee, and unsatisfactory instructors are not re-engaged.

All assessment of the students' course and examination work is undertaken by the instructors, and there is no pattern of regular review by other internal or external examiners. It is difficult to accept that such practices lead to an even standard of performance appraisal across the programme as a whole.

DISTANCE LEARNING FOR L/MTA'S

The continental land area of the USA is more than 30 times greater than that of Britain, but its population is numerically only a little more than 4 times greater.

There have probably never been more than about 150 institutions throughout the USA offering Library Technician programmes, and that number appears to have fallen substantially in the last 5 years. Even in the early 1970s, when the number of programmes reached its peak, there were many communities where there was insufficient demand for library technician training to justify the establishment of a local programme, but the nearest available programme was too far away for students to attend.

Open and distance learning schemes through the media of correspondence, radio and TV have for many years been a feature of education in the USA in an attempt to meet the needs of a scattered student population. There are currently a number of institutions involved in establishing distance learning programmes for library technicians.

In Oklahoma State, which has a land area almost as large as Britain, the State's Higher Education authorities have established a Talkback TV system to provide statewide educational programmes, and this now features a number of courses for library technicians.

Institutions of higher education throughout the State have been equipped with TV broadcasting studios. Programmes are beamed live by microwave to 50 satellite receiving stations across the state.

Classes for library technicians are produced at Oscar Rose College in Midwest city. The TV studio is itself a classroom, so that the instructor faces not only a TV camera, but also a class of students. Live interaction with students in other centres is made possible by a talkback facility using radio-telephones. The TV capability permits the inclusion of prepared graphics and pre-recorded videotapes.

One course is broadcast each semester in weekly 1½ hour programmes. Problems in developing a relationship with remote students are overcome by deliberately lively presentations with a strong emphasis on questions to the student, but tight scheduling of the use of the network restricts freedom to extend the session and precludes extended discussion with students. Some desirable courses, such as audio-visual media and practicum, have had to be excluded because the medium does not lend itself to teaching these subjects.

Course material is distributed to students by a statewide courier service, and assignments are submitted to instructors in the same way. Some problems have been encountered with deliveries. The main problem encountered, however, has been pressures on 'air' time, which have resulted in a decision to use the TV service in one part of the state for postgraduate courses for librarians, rather than courses for Library Technicians.

A more conventional correspondence course has been established by the USDA Graduate School in Washington, DC. There is already an extensive range of part-time day and evening classes for library technicians in the capital, but the Graduate School has a long tradition of correspondence programmes for government employees scattered across the nation, and a start has now been made on translating 7 of the existing courses into correspondence packages.

Students can commence a correspondence course at any time, and have one year to complete each course, with a possible extension to a second year. Assignments are sent in for assessment at the student's convenience. From experience to date, some interaction seems to take place between tutors and students - in correspondence, by telephone, and occasionally at professional meetings.

At Wright College in Chicago, the Learning Resources Centre was equipped with a number of terminals dedicated to the PLATO computer assisted learning service. This database service is available throughout the USA (and the UK through Control Data Limited). An experimental course in basic reference sources was being devised for library technicians by instructors at Wright College, but, once completed, this would be available to students in other centres equipped with PLATO terminals.

These 3 examples, plus others of which reports can be found in the professional literature, are indicative of the attempts which are being made to overcome the geographic problems in providing library training in the USA. A great deal of effort is being expended at present, apparently without any significant thought being given to the implications of the rapid increase in availability of new communications technology, which will make it possible to utilise these programmes outside the institutions in which they are being produced. There are problems in teaching through these media still to be overcome, but the most serious problem is that there is, as yet, no coherent programme of courses available. It would clearly be beneficial if these isolated efforts could be more closely co-ordinated, so that courses produced in different cities can be integrated into a programme available throughout the nation.

THE JOB MARKET AND L/MTA'S

The growth in the number of library technician education programmes in the last 2 decades took place at a time when major shortages of trained manpower in library and information work were being forecast, and the decline in the number of programmes has taken place against a background of economic recession and increasing unemployment. It would, however, be an unjustified simplification to claim that these were the only factors which have affected the number of programmes.

In the USA, each institution devises its own employment practices, in some cases within the framework of State regulations applicable to jobs in publicly funded institutions. Specifications of the qualification required for appointment to particular posts or particular salary levels are determined locally, and there are considerable variations in practice.

These variations seem to be most closely related to three problems.

Firstly, there is the question of how useful the employing institution considers a qualification to be. Many job descriptions require a person either to have taken a programme of library technician courses to prepare him/her to carry out the duties of a particular post, but also specify some alternative form of qualification, training or experience which is believed to provide an equally satisfactory preparation. The implication is that there is no automatic preferment or promotion for the holder of a library technician qualification.

The second problem stems from the reality of the labour market. If an employer has difficulty in recruiting staff with a particular qualification, he is unlikely to make that qualification a requirement for appointment unless he is under considerable pressure to do so. Even at the peak, in the mid-1970s, there were many areas where there was no Technician programme, and employers in those areas could never expect to recruit Library Technicians. In those areas where the programmes are integrated into the professional community and have survived successfully into the early 1980s, demand for trained technicians exceeds supply. In both these sets of circumstances, it would be surprising to find employers rigidly demanding a library technician qualification as a pre-requisite for employment or promotion. It was also alleged that many trained L/MTAs are seeking only part-time work, when the jobs which demand their skills are established on a full-time basis.

The final problem which is apparent stems from the different types and levels of employee found in libraries in the USA. The American system of education offers considerable opportunities for studying part-time, and the employment market is sufficiently flexible to permit the employment of full-time or part-time staff who are simultaneously studying for a higher qualification. Understandably, employers make full use of the skills available to them, and this leads to some blurring of the distinction between professional and technical rôles.

This has contributed to accusations that technicians are taking professional posts and vice versa. At a time of significant unemployment and in an employment market in which qualifications are not rigidly prescribed, such developments are possible, but the employment of technicians in truly professional posts does not seem particularly likely. In order to make substantial budget economies, St Louis Public Library had reduced the number of professinal posts on its establishment, but had tried to maintain existing services using technical and clerical staff to undertake professional tasks. The results were allegedly less than satisfactory, and were reflected in criticism of the local technician programme. Since the local programme, quite correctly, does not set out to train substitutes for professional librarians, criticism on these grounds seems unjustified and unfair.

Particularly confusing is the rôle of graduate library assistants. These are people who have a bachelor's degree, usually in a subject other than librarianship. Some have taken library science courses, either as part of their undergraduate programme or as part of an uncompleted or continuing MLS programme. They appear to be used commonly in a para-professional capacity, and are often preferred to the products of the library technician programmes, particularly for public service at reference and information desks, where their better (ie more prolonged and advanced) education is alleged to be valuable.

All these problems form a major disincentive for potential students of LTA programmes. There are often no tangible benefits from taking these programmes, and students may thus be deterred from enrolling for courses and making the investment of their time and money.

Complexities of the labour market have frustrated attempts to systematically stratify tasks performed in libraries into those appropriately performed by professionals, technicians and clerical staff. The Illinois Task Analysis has not been used in curriculum development in the programmes visited, and is little used even as a simple checklist for drawing up job descriptions. Employers seem to have been reluctant to abandon the flexibility their present practices offer, and labour unions have to reconcile the demands of members who wish to be rewarded for their achievements and other members who do not wish to be obliged to return to college.

A close and continuing dialogue between the educators and the employers is clearly necessary. The failure of the programme at Manhattan Community College, where there was no local advisory committee, has already been noted. Given the diversity of employment practices in the USA, wider national recognition for Library Technicians can only be achieved from well-developed local bases. Neglecting public relations at this local level suggests a political naivety on the part of individuals concerned.

CERTIFICATION AND ACCREDITATION FOR LIBRARY/MEDIA TECHNICIANS

There is a strong feeling amongst many people in the L/MTA movement in the USA that it will only make progress if there can be some formal recognition of what a library technician is.

The American Library Association recognises and enhances the standing of about 60 schools of librarianship and information studies through its accreditation process, and by implication confers the same benefits on their graduates.

Some state governments or professonal associations certify people as suitable for appointment to a specified type of post in their public service on the basis of certain educational requirements. Certification requirements can vary considerably from state to state. Many States require high school librarians to be in possession of an MLS, but do not make the same stipulation for elementary school librarians. Certification for all school library work in some States, eg Indiana, can be granted to graduates with a Bachelor's degree. In Illinois, where most established L/MTA programmes offer courses at levels 1 and 2, the certification requirements are for library science courses at levels 3 and 4.

There seems little prospect of the development of accreditation or certification in the library technician field in the near future.

Given the current uneven development of L/MTA programmes, a practicable scheme for accrediting colleges offering these programmes would be difficult for any other organisation to devise. The American Library Association seems likely to adopt a cautious attitude to any involvement in accrediting technician programmes, since that might be confused with its existing accreditation of graduate schools and weaken their status. Similarly, a number of accredited graduate schools are reluctant to establish undergraduate programmes lest this put their accreditation at risk or because existing faculty are unwilling to become involved in teaching at a lower level. COLT does not have the resources to establish a programme of accreditation, nor the status which would make its involvement in this field acceptable to the College authorities. There is also some concern that national syllabi for L/MTAs could limit freedom to respond to local needs.

The problems of establishing a scheme for certification of individual technicians are twofold. The very different nature of the programmes available in different parts of the country presents considerable difficulties in devising a scheme capable of widespread application. Financial considerations must also rule this out. COLT does not have the resources to support the development and administration of complex certification procedures, nor do the major professional associations. The Medical Library Association, for example, decided shortly before my visit that its scheme for certification of Medical Library Technicians was not an activity to which it would give support at a time when inflation was adversely affecting its financial resources. It may have been influenced by the fact that a 1977 survey showed that only 14% of Medical Library Technicians had taken any L/MTA courses.

SUMMARY AND CONCLUSIONS

The review of developments in the Library Technician field which this tour permitted was regrettably circumscribed by the conditions associated with the Travelling Fellowship. Nonetheless it was successful in one of the objectives - that of penetrating the image which is presented in published accounts. The general openness of the librarians I met made it a stimulating tour and helped identify a number of problem areas which are as relevant to future developments in Britain as they are to those in the USA.

The rules of the Evelyn Wrench Fellowship are such that you have little time to investigate matters in depth, and your choice of where you can go is restricted. A number of states or cities where there appear to be interesting programmes had to be ruled out. The itinerary was, however, sufficiently wide-ranging to allow impressions to form and to point up key issues, and those, essentially, are what I have tried to reflect in this report.

The American education system appears to be very de-centralised compared with the British. National standards are maintained in some professions by the accreditation of particular institutions teaching courses in their field by national professional groups. The American Library Association accredits some colleges offering Master's Degree programmes in librarianship, but, alongside these, there are many more non-accredited Master's Degree programmes in library science and related areas, and a number of Bachelor's Degree programmes offering library science, even though it is 30 years since the American Library Association decided that it would no longer accredit Bachelor's Degree programmes. There is no parallel programme of accreditation for Library Technical Assistants. The American Library Association has issued criteria for programmes, but these are merely guidelines, and it has made no attempt to enforce them.

Junior Colleges, where most Library Technical Assistant courses ae offered, are accredited on a regional basis by organisations whose nearest parallels in Britain are the CNAA, BTEC and SCOTVEC, but the American organisations are basically concerned with premises, resources, and the qualifications of staff teaching the courses, rather than with course content.

Many states certify people who hold particular qualifications as being suitable to hold particular public service posts, and some still accept Bachelor's Degree programmes in library science for certification for professional posts. The same kind of certification also exists in many individual employing organisations.

In this miasma of accreditation and certification, Library Technicians generally have no standing at present. The Council on Library Media Technical Assistants (COLT) is particularly concerned at the moment with the recognition of its members and their qualifications, and, together with the American Library Association, has set up a working group to look at the accreditation of centres and the certification of L/MTAs. An indication of the problems they are facing can be gained from the recent decision of the Medical Library Association to drop its scheme for certifying medical library technicians on the grounds of costs.

More attention might usefully be focussed on the courses themselves. I was particularly interested in the base on which the curriculum had been built. A few years ago, the American Library Association published the results of a very thorough task analysis, which had been undertaken in different kinds of libraries in Illinois, to identify work which might properly be described as 'professional', 'technical' and 'clerical', but generally this task analysis has been ignored.

Programme and course content varies from centre to centre. The incorporation of library and information studies within a general educational framework is inescapable in institutions which perceive a part of their rôle as making good the deficiencies of the student's high school education. The opportunities this presents to widen the range of the L/MTA student's relevant knowledge has not been recognised.

With remarkably little supervision, the teachers of L/MTA courses are responsible for devising their own syllabus and setting the level of the course. The number and the scope of courses varies from centre to centre, and the teachers set their own exams and are solely responsible for assessing students. There is no external moderation.

Commonly, however, there are local advisory committees, whose responsibilities are normally defined by the State Education Department or by the college. Generally, they are concerned with monitoring the syllabus. Some also monitor the standard of teaching.

But the most important rôle of the local committee, it seemed to me, was that of promoting the courses and promoting job opportunities for the students who graduate from them. In Chicago Heights and at Glen Ellyn near Chicago, there is a constant demand from employers for graduates from the programme, which was clearly attributable to the work which was being done by enthusiastic local committee members. In other centres, for example New York, where there had been little contact with the library community, it struck me as significant that the programme had failed and had to be withdrawn.

Many of the students on these programmes are already employed in libraries, but some are not. They are full-time students, usually taking library science courses as part of an Associate Degree programme, a 2-year post-high school programme, which can be an end in itself or the first 2 years of a Bachelor's programme.

This mix of students has led to some problems in devising the courses, particularly in determining the level of instruction. Are the courses aimed at pre-employment, pre-entry level? Are they a substitute for the induction course which a library should be providing? Or are they advanced training, beyond that which would be provided in a normal induction and job training programme?

This confusion inevitably has led to some problems with employers. Many libraries don't recognise the courses because they feel, rightly or wrongly, that they do nothing their own training does not do. On the other hand, some libraries offer promotion on a competitive basis only to holders of Associate Degrees with library science courses, and they will promote them, generally, up to the same salary as a junior professional would receive in his first post after obtaining a Master's Degree in library science - about $12,000 to $13,000 a year.

I went to the USA half-hoping that their experience might provide answers for some of the problems which are evident in Britain, but the reality of the L/MTA movement in those cities I visited is very different from the impression given by published accounts. I didn't return disappointed or disillusioned, because there are so many exciting things happening, but I certainly didn't come back with any answers. What my tour did do was point out some of the questions which we ought to be asking ourselves before things develop much further in this field in the USA and in Britain.

In Britain, we have 3 courses - the LAC course, the BEC course and the one which is usually forgotten: the SCOTEC course offered by the Scottish Technician Education Council. As in the USA, these courses are at different levels, they are offered by different bodies, they have different content - they are apparently unconnected. Can we expect them to be widely recognised as a coherent structure of qualifications for non-professional library staff?

In the UK, syllabuses are devised by national advisory committees, and revised at rather lengthy intervals. For example, the City and Guilds Institute, in revising the syllabus for the Library Assistant's Certificate, sent out a questionnaire to gather opinion on which to base the revision - a questionnaire which, I suspect, fell on the desks on many people who were, at the time they received it, too busy to sit down and recall the points they wished to make. Is this a satisfacory way of doing things, or would the development of these courses be better aided by regular input from local advisory committees associated with each teaching centre? How can this be reconciled with the establishment of a national pattern of provision?

Courses at non-professional level are essentially concerned with techniques. Should the courses be based, as now, largely subjectively on opinion and experience, or should they be based on some form of objective task analysis?

Without local advisory committees, how can the course centres win support from local librarians, ensuring a continuing supply of students to maintain the course and promoting a career structure for the library assistants who hold one or other of the certificates they offer?

Manpower is employed in significantly different ways in different kinds of libraries. Can we expect widespread support for courses for non-professional staff without first having achieved a consensus about the different levels of library work and the different levels of education and training required for them - clerical, technical and professional? Can this be achieved in a way which permits the flexibility necessary to respond to the rapid changes taking place in the nature of libraries and information services, and which will permit further responsibility to be delegated to technician level staff without the professionals feeling that their jobs are threatened?

For the foreseeable future, the number of prospective students for courses of this nature will be limited. Courses will not always be viable in some centres, and never viable in some predominantly rural areas. How can opportunities for students to take an appropriate range of courses be maintained without a centrally sustained distance learning programme?

Finally, there is the question which we should seek to answer before we answer all others. We must ask ourselves honestly, "What is our motivation?" What lies behind the establishment of these courses? Are we looking for a piece of paper which can be used to help justify a better salary for an able assistant? Are we looking for a substitute for the training that we should be providing ourselves? Are we trying to provide a ladder to professional status for everyone, trying to reproduce an educational structure that was effectively abolished a generation ago? Or have we identified the most efficent and economic way of staffing our libraries, and are we providing the most appropriate education and training for the staff we need to achieve that objective?

RECOMMENDATIONS

1 There is a need for a generally agreed definition of what a Library/Media Technician is, recognising the wide variety and mix of qualifications and experience which individuals in such posts may have, and what a Technician could do with appropriate qualifications and training. The standing of that definition would be assured if supported by the major professional associations and labour unions, and was based on objective research.

2 A wide ranging task analysis conducted in all kinds of library and information services should form the basis for national guidelines for course content.

3 There is a need for a unified hierarchy of courses with some compatibility in the titles of qualifications awarded.

4 Guidelines for any compulsory element of general education associated with L/MTA programmes should be closely examined, so that matters of clearer relevance to library and information work are incorporated, to increase student motivation and employer support.

5 Each institution offering L/MTA programmes should have a local advisory committee, to modify national guidelines on course content in the light of local needs and priorities, and a system of external review of examinations and student performance by someone connected with another programme to ensure comparability and the maintenance of appropriate standards.

6 Distance learning programmes for L/MTAs should be developed to substitute for local programmes or courses where there are insufficient potential students. Elements of these packages could be used as teaching aids to enrich other local programmes.

7 As the work of the professional librarian becomes more complex, continual consideration must be given to delegating routine tasks to Library Technicians, and this must be reflected in changes in course content.

8 Certification of individual technicians and accreditation of institutions teacing L/MTA programmes can only be contentious until the proposals outlined above have been implemented. There is little purpose in developing schemes of certification and accreditation at present, and such ideas should be deferred.

APPENDIX 1

Adopted by the American Library Association Council, June 28, 1979

CRITERIA FOR PROGRAMS TO PREPARE LIBRARY/MEDIA TECHNICAL ASSISTANTS

In revising the 1971 statement, the committee considered recent policy statements on personnel utilization, related research studies, and changes in librarianship and use of technicians. This revision is intended to serve as a guide for planning programs or for the evaluation of existing programs for Library/Media Technical Assistants. The vocational specialization is conceived as introductory preparation of personnel to fill beginning positions in the range of Library/Media Technical Assistant positions in a variety of situations.

Specialized technicians or technical assistants, in media production and development, computers, etc. when employed, will be expected to require a different training program, as will staff assigned duties at the Library Associate level. Some of the courses designed for training of Library/Media Technical Assistants may be of value to other programs such as those for teacher aides and should be made available.

I. Library/Media Technical Assistants and formal programs

A. Definition. A Library/Media Technical Assistant* (hereafter referred to as LMTA) is a person with certain specifically library/media related skills - in preliminary bibliographic searching for example, or utilization of media equipment. The tasks performed as supportive staff to Associates and higher ranks follow established rules and procedure, and include, at top level, supervision of such tasks. The Technical Assistant categories assume certain kinds of specific "technical" skills. They are not meant simple to accommodate advanced clerks. While clerical skills might well be part of a Technical Assistant's equipment, the emphasis in assignment should be on the special technical skills. For example, when duties and staff are insufficient to warrant a full-time Technical Assistant in any one specialization, the Library/Media Technical Assistant duties may encompass a variety of responsibilities for media equipment and their operation, materials production, display processing, and a wide range of related activities. The statements above are based upon Library Education and Personnel Utilization, a Statement of Policy adopted by the Council of the American Library Association.

B. General statement

1. There are several ports of entry to library/media technical assistant positions. Formal programs in community colleges constitute one way. The term "community college" as used in this document refers also to a junior college.

2. Completion of a formal program in a community college will not eliminate the need for on-the-job training but may alter the character and amount of on-the-job training required.

3. These criteria deal with formal postsecondary school level programs specifically designed for the preparation of LMTA's. The graduates may be employed in a library, media, learning resources, information, or instructional materials center or in another organization

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* In some regions or types of libraries they are also known as Media Technicians. The American Association of School Librarians uses the designations of School Library Media Aides and School Library Media Technicians differentiating between the two in competencies and responsibilities but both are below the Library Associate level.

engaged in library/media-related activities.

4. The criteria apply only to two year college programs to prepare for the LMTA level and are not appropriate to baccalaureate programs for preparation of Library Associates.

C. Nature of the work of the LMTA

1. The LMTA performs supportive paraprofessional tasks under the direction of a librarian, media specialist, or other supervisor. As a member of the personnel team he/she carries out operations and services essential to effective functioning of the organization.

2. The work of the LMTA may fall within one or more functional areas of library or center operation, for example technical processes, public services, or audiovisual materials.

3. The tasks and types of work assigned to LMTA's are more fully outlined below under I.E. Duties and Responsibilities. By way of definition it may be useful to state four exclusions from the work of the LMTA:

a. Work at the technician level requiring an in-depth knowledge and ability in production of material, equipment maintenance, programming, and so forth to the extent that specialized training at the technician level is required.

b. Tasks which require a full professional knowledge of librarianship or instructional technology and exercise of judgment based on a broad knowledge of library/media resources, their intellectual organization, or their educational informational, cultural, or scholarly use. Establishment of policies, materials selection, complex information and guidance services, are illustrations.

c. Work requiring other professional, scientific, or specialized education. (Editors, public relations, and other professional specialists fall within this category, as do positions for which subject competence is of primary importance.)

d. Work in which the primary duty consists of typing, filing, stenography, or other tasks of a general office nature which can be done by individuals with office-type specialized training or experience, e.g., secretary, personnel clerk, accounts maintenance clerk, and file clerk.

D. Personal aptitudes and qualifications

For effective performance as an LMTA desirable qualifications include:

1. Basic intelligence demonstrated by satisfactory completion of secondary school education or its equivalent and ability to work at a level above the clerk.

2. Training or experience in library/media center techniques beyond that expected from a clerk or typist but without theoretical knowledge or subject background expected of a librarian or other professional.

3. Proficiency in basic clerical skills such as typing.

4. A service orientation and ability to work with others in as much as duties may involve work with the public and staff, possibly in a supervisory capacity.

5. Communication skills, including the ability to record, interpret, and transmit ideas and information orally, graphically, or in writing.

6. The ability to use independent judgment and to make decisions within established policies and to recognize matters to be referred to the supervisor.

7. Acceptable personal attitudes based on an understanding of interpersonal relationships and a knowledge of the role of the library or media center in the community.

8. Aptitude for and interest in library/media center work.

E. Duties and responsibilities at the LMTA level

1. LMTAs provide support and assistance to the professional staff and may supervise clerks or other Technical Assistants.

2. Their duties are related to a variety of functions adapted to the objectives of the specific institution and assignment. These may include the performance and/or supervision of:

a. The physical preparation, maintenance, and display of materials.

b. Maintenance of shelves, files, and equipment.

c. Circulation work such as: registering borrowers; explaining lending rules; reserving, charging, and discharging materials; keeping records; handling overdues and fines.

d. Acquisitions work such as: ordering materials (exclusive of selections); checking lists; keeping records; searching bibliographical data.

e. Catalog work such as: processing added copies and prints, and new editions; ordering cards; shelflisting; filing, physical maintenance of catalog, and simple descriptive cataloging.

f. Information services work such as:

(1) Answering directional or factual questions. This may involve use of a limited group of reference tools such as almanacs, encyclopedias, handbooks, dictionaries, periodical indexes.

(2) Locating bibliographical information for which complex searching is not required.

(3) Providing assistance in the operation of hardware and software.

g. Production work such as: graphics, display materials, transparencies, posters, charts, graphs, exhibits, photography and materials for television programs.

4. Special duties may be assigned related to local community needs and the particular qualifications of an LMTA such as:

a. Ability to relate to specific minority and ethnic groups or those culturally or economically disadvantaged.

b. Talent in performing and creative arts.

II. Planning programs

A. Goal statement

1. Those planning an LMTA program should draft clearly defined objectives for the program, stated in terms of the educational results to be achieved. The goals should be consistent with general LMTA roles and relevant policy statements of the American Library Association. These goals should reflect the needs of the constituency the program seeks to serve. Cost estimates for initiating and developing the program should also be prepared and locations for field experience investigated.

2. The library learning resource center staff at the college will normally prepare the statement of goals and develop plans with guidance from the college administration. The staff will also recommend a local advisory committee.

B. Local advisory committee membership

1. Any community or junior college contemplating a program for LMTAs should, as a first step, establish a local advisory committee.

2. This committee should be appointed in accordance with the administration policy of the institution and report to the president, the board, or other college administrator as may be appropriate.

3. Membership on the local committee might include:

a. A representative from the state library.

b. The director of a major local public library or its personnel director.

c. A school library/media supervisor.

d. The librarian of a local four-year academic institution or its designate.

e. The head of a local special library or information center.

f. A representative named by a statewide library or media association or other relevant professional association.

g. A local LMTA.

h. The librarian and the LMTA program director of the community college should be ex officio committee members.

i. Others may include: local or state civil service board members, placement counselors, deans of graduate library schools or their designates, department heads or supervisors in local libraries, etc.

j. Community people.

4. Membership on the local advisory committee should be for two or three years with staggered terms.

C. Advisory committee responsibilities.

1. Before any course is planned, announced, or offered, the local advisory committee should:

a. Review the statement of goals developed in Part A.

b. Investigate local need for such a program and advise on conduct of a survey relating to employment possibilities for LMTAs. No program should be announced or started without a positive recommendation from the local committee after such investigation.

c. Advise on qualifications for the position of the program director.

d. Advise on the nature and content of the curriculum based on total program objectives.

e. Ensure that program planning, resources, and fundings are adequate prior to initial course offerings.

2. The committee will provide continuing liaison between the community college and employers of supportive library staff personnel.

3. The committee should ensure that programs meet state and national standards.

4. The committee should meet as regularly as needed but not less than once each year.

5. The local advisory committee should also communicate freely on civil service, professional relations, etc. regarding the LMTA program at state, regional, and national levels, and, if appropriate, establish formal organizations and channels to facilitate such communication.

III. Administrative and financial framework for programs.

A. This is a specialized, occupational, nonbaccalaureate program. The program should be administered under the appropriate instructional department rather than the library, and have its own full-time director other than the administrator of the college library learning resource center. The director would be expected to have a master's degree in a pertinent field. The director should never be the sole member of the instructional staff.

B. Financing of the program should be a part of the instructional budget of the college and not part of the regular library budget. The program should be financed at a level and in a manner commensurate with other technical specialty instructional programs.

IV. Faculty

A. Minimum number of faculty for technical specialty programs.

1. In addition to a full-time program director (department head) who should teach at least one course, there should be one full-time faculty member at minimum. Part-time faculty who bring a needed expertness and teaching ability are expected to supplement the regular teaching staff.

B. Qualifications

1. Faculty members should have teaching ability and competence in the areas in which they will teach as well as such certification as regional accreditation and state agency policies may require.

2. They should have practical and recent working experience relative to the subject taught.

C. Teaching loads

1. They should be commensurate with teaching loads of faculty in other instructional departments.

2. Preparation and student guidance counseling time must be provided.

3. Library learning resource center staff who teach should be compensated.

D. Encouragement of professional development

1. All teachers must be encouraged to update and expand their knowledge of current library/media issues and practices, teaching techniques, and innovations in education.

2. Membership in professional library, media, and educational associations should be encouraged together with active participation in professional association work at local, state, regional, and national levels.

V. Facilities and equipment

A. College library learning resource center. Since the library learning resource center provides essential resource support for the curriculum and since it meets the Guidelines for Two Year College Learning Resource Centers in terms of space, collection, organization of materials, staff, and other minimum standards which will directly influence the quality of the program.

B. Classrooms, laboratories, and faculty offices should be available.

VI. Curriculum

A. Objectives. The curriculum should reflect program objectives and should be based upon a set of clearly stated goals for the total program. It should provide for upgrading of appropriate level library/media center employees as well as recent high school graduates or people reentering the work force.

B. Course distribution

1. Generally, a program will be divided into three broad areas, all three of which are essential and interrelated in the preparation of LMTAs. They are:

a. General education courses.

b. Library/media technical specialty courses.

c. Courses related to the library/media technical specialty program.

2. General education courses should constitute approximately 50 percent of the total program, e.g., communcation skills, English composition, social sciences, etc. The general courses should be selected from those offered for students planning to transfer to an upper division of a college. Remedial courses should be additions, if needed, rather than replacing transfer courses.

3. Library/media technical courses should constitute approximately 25 percent of the total curriculum. The areas to be covered are described in greater detail in Appendix A. Content should include the following topics although course titles may differ:

a. Introduction to the library/media center field and types and forms of materials and the role of the paraprofessional.

b. Support operations for technical services.

c. Support operations for public services (reader services, information, etc.).

d. Practical experience and supervised field work (practicum) in local libraries in addition to the local community college library. This should be closely supervised and accompanied by seminar sessions. Emphasis should be on the practical rather than the theoretical, so than the course reflects its orientation to the paraprofessional level of employment.

4. Appropriate related specialized courses should constitute approximately 25 percent of the total curriculum. The abilities and interests of the student and the employment market may call for specializations in areas such as data processing, maintenance and operation of audiovisual equipment, materials production, storytelling, office management,

medical terminology, typing, and so forth. Not all students need take the same courses. Special interest courses will normally be offered in other departments of the college.

C. Course sequence. A logical sequence of courses should be established. Generally in the first semester of the first year, the student would take only one library course, while carrying general academic courses. Field work must be preceded by established course prerequisites to make the field experience meaningful.

D. Relationship to education for professional librarianship. It should be clearly understood that the two years of work taken in a community college relate to the lower division of an undergraduate curriculum (i.e. the first two years). Lower-division undergraduate courses are neither substitute nor waivers for upper-division undergraduate or graduate level courses in library service. Vocational courses in library service are designed to prepare the LMTA. However, the decision as to the transfer of courses remains the province of the school to which transfer is taking place, acting after suitable interaction with the transferee.

VII. Student recruitment and selection

A. Recruitment

1. Publicity should clearly state the program objectives emphasizing preparation for employment as a skilled technical assistant.

2. Student counseling must be realistic in terms of the expectations of employment.

3. Counseling students as to expectations, limitations and relation of the program to professional education is essential. While the general education (liberal arts) courses are transferrable, there should be no suggestion of the transferrability of the technical specialty courses towards a baccalaureate or graduate professional degree program.

B. Student selection

1. Admissions should be based on regular local institutional requirements and related to the local employment market.

2. The program director should interview candidates for the LMTA specialization.

VIII. Student progress, placement and follow-up

A. Records. Adequate student records should be maintained in the office of the program director to assist both faculty and students during and after admission as well as subsequent to completion of the program.

B. Student placement

1. Placement of graduates is an important and multi-faceted responsibility involving the program director, the faculty, and other members of the college staff.

2. Graduates should be aided in every possible way in finding suitable employment.

3. Prospective employers should be provided with statements of the qualifications of graduates.

4. Outstanding and successfully placed graduates and their employers often become the most effective advertisers of the program.

C. Follow-up. In order to improve curriculum and teaching techniques, evaluate training effectiveness, maintain good employer-educator relationship, and continue evaluation of total program, periodic follow-up studies of graduates are imperative. Therefore, provision should be made for follow-up studies.

IX. Supplementary training. The community college and the employer have responsibility to insure the availability of opportunity for supplementing, updating, and enhancing skills for the student who has completed his basic two-year program.

X. Library/Media Technical Courses

Descriptions of this area of the curriculum are located in Appendix A.

NOTE: Grateful acknowledgment is given for assistance in this revision to the many persons who appeared at the several meetings of the committee and its subcommittee at ALA Conferences in Chicago, Washington and Detroit to discuss the drafts.

Respectfully submitted by the LMTA Subcommittee (Margaret Barron, Susan Gill, Patricia E. Jensen, M. Ellen Jay, and Bernice Yesner, Chair) of the Training of Library Supportive Staff Committee of the Library Education Division (Barbara Conroy, Charlotte Mugnier, Raymond Roney, Julie Virgo, Bernice Yesner and Bernard S. Schlessinger, Chair). Reviewed by the Standing Committee on Library Education Training of Library Supportive Staff Subcommittee (Barbara Conroy, Margaret Barron, Charlotte Mugnier, Bernard S. Schlessinger, Margo Trumpeter, Donald Adcock and Bernice Yesner, Chair) and adopted by SCOLE at the 1979 ALA Midwinter Meeting, January 9, 1979.

APPENDIX

Library/Media Technical Courses

The Library/Media Technical courses recommended constitute approximately 25 percent of the total curriculum. An amplification of descriptions of content for the four subject areas recommended in Section VI B3 are outlined below. These do not necessarily coincide with course titles.

I. Introduction to the field and types and forms of materials.

Description. An introduction to library/media centers and their operations to include:

a. A description of types and their relationships, their use, resources, and service.

b. The role of the LMTA in delivery of services.

c. Basic library/center tools and terminology.

Examples of performance objectives. The student will be able to:

a. List and differentiate among types of library/media agencies and their services.

b. Use basic library/media center terminology correctly.

c. Define the role of the LMTA in the overall staff patterns of library/media centers.

d. Locate and find a variety of materials through catalogs by main entry, title and subject.

II. Support operations for technical services

Description. Recognition of the role of the LMTA in the areas of acquiring and organizing materials from the decision to obtain to final processing to include:

a. Tasks necessary for this process. (The student will master these clerical tasks to the level that after appropriate experience he/she can supervise them.)

b. Knowledge of basic bibliographic tools such as National Union Catalog, Books in Print, Cumulative Book Index, and locally generated files.

Examples of performance objectives

a. Given order requests for various materials, for example, filmstrips, slides, records, microforms, books, the student will be able to:

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(1) Check them for possible duplication against the catalog, on-order, and in-process files.

(2) Locate bibliographic data for ordering and prepare orders.

b. Given a group of materials received, the student will be able to check them against order files to indicate receipt and to identify discrepancies.

c. Given a group of materials to be cataloged, the student will be able to:

(1) Match printed cards to materials.

(2) Prepare descriptive cataloging for selected materials.

(3) Completely process added copies, prints and new editions.

(4) File and maintain catalog and other records.

(5) Supervise physical preparation of materials.

(6) Prepare information in machine readable form for updating automated records.

d. The student will be able to:

(1) Assist in preparing materials and maintaining records for binding.

(2) Order supplies and maintain stock.

(3) Supervise inventory procedures.

III. Support operations for public services

Description. An understanding and awareness of the role of the LMTA in user assistance such as answering directional questions, and assisting with factual questions that can be answered in a limited number of reference tools, and providing assistance to the readers in use of special equipment such as microfilm readers to include:

a. Patterns of user service requests.

b. Responsibility for maintaining environment of public service areas.

c. Assistance in community relations and client services.

d. Objectives and operation of circulation system.

Examples of performance objectives. The student will be able to serve within the established public service policies and routines and to communicate effectively within this area of responsibility. He/she should be able to:

a. Perform routines for:

(1) Circulation system (books, films, and other materials).

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(2) Fines and overdues system.

(3) Reserve material system.

(4) Interlibrary loan process.

(5) Stack, file, equipment, and materials maintenance.

(6) Statistical records.

(7) Registration of borrowers.

b. Demonstrate ability to operate equipment required for use of special materials, such as projectors for all types of materials, recorders, reprograhic equipment.

c. Answer directional questions or simple factual questions involving the use of a limited group of reference tools, for example: almanacs, encyclopedias, handbooks, dictionaries, periodical indexes.

d. Locate bibliographic information for which complex searching is not required.

e. Identify conditions under which it is necessary to refer to a problem or user to the supervisor or other higher authority.

IV. Practicum and seminar

Description. Carefully planned and closely supervised field work in one or more libraries or media centers in addition to the one at the parent institution. A variety of learning experiences will be included. Group discussion and evaluation of the learning opportunity and an introduction to supervisory techniques and other employer-employee relationships will be the focus of the seminar meetings.

Examples of performance objectives. The student will be able to:

a. Perform a variety of tasks in different library/media situations.

b. Recognize the responsibilities of an employee in a library/media center setting.

c. Demonstrate an understanding of elementary supervisory techniques.

U.S. Office of Personnel Management
Position Classification Standards
for the
Library Technician Series GS-1411

This series includes positions involving nonprofessional or technical work in libraries which are administered in accordance with the practices and techniques of professional librarianship. Such work *primarily* requires a practical knowledge of library functions and services; and ability to apply standard library tools, methods, and procedures to the service needs of the particular library.

With the publication of this standard, the explanatory material published in September 1957, under the title and code of Library Assistant Series, GS-1411, is rescinded.

EXCLUSIONS

Excluded from the GS-1411 Series are:

1. Positions in which typing, stenography, or other clerical work governs the grade level; also positions at GS-3 and below which include library aid work in combination with other duties requiring the services of a *qualified* typist, stenographer, or dictating machine transcriber. (See additional instructions for classifying mixed positions in the Clerk-Stenographer and Reporter Series, GS-312; the Clerk-Dictating Machine Transcribing Series, GS-316; and the Clerk-Typist Series, GS-322.)

2. Positions in which the clerical work is primarily of a general office nature (e.g., personnel clerk, accounts maintenance clerk, file clerk, etc.). (See individual series for these positions.)

3. Positions which require a full professional knowledge of the theories, principles, and techniques of librarianship. (For a more detailed discussion of the duties of the professional librarian, see the Librarian Series, GS-1410.)

4. Positions involving specific library techniques and functions when the work requires professional, scientific, or other specialized training in the subject matter involved. (For a more detailed discussion relating to the classification of such positions, see the Technical Information Services Series, GS-1412.)

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5. Positions involving clerical or nonprofessional duties concerned with the collection, storage, or retrieval of publications, audio-visual materials, magnetic tape, or other information media when the collection is not maintained in accordance with professional library practices and procedures. (See the appropriate clerical or nonprofessional series, e.g., the Archives Assistant Series, GS-1421; the Mail and File Series, GS-305; or the Computer Aid and Technician Series, GS-335.)

COVERAGE

A. *DISTINGUISHING BETWEEN LIBRARY AID/TECHNICIAN AND OTHER NONPROFESSIONAL OR CLERICAL POSITIONS*

In making a decision as to the appropriate occupational series for positions involving clerical or nonprofessional work in a library, careful consideration is necessary to determine the work which governs the *paramount* qualification requirements. Involved in making this decision is a consideration of (*a*) the relative grade level of the work which requires specialized training or experience, and (*b*) the relative importance in the position of the library aid/technician duties vs. the typing, stenographic, or other specialized skills. Also for consideration is the nature of the career ladder in which the position is located, as well as the needs of management.

There are some rules of thumb which can be applied to decide whether or not positions should be classified in the GS-1411 Series. These are furnished as guides but do not cover all work situations.

The following positions are *included* in the GS-1411 Series when the paramount qualification requirement is application of a "specialized" knowledge of library operations (i.e., GS-4 and above):

1. Positions which consist solely of library technician duties.
2. Positions in which the library technician duties govern the grade level of the position.
3. Positions which also include duties requiring a qualified typist, stenographer, etc., but the *paramount* qualification requirement is specialized experience or training as a library aid/technician.

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The following positions *may be included* in the GS-1411 Series even though the positions do not require "specialized" experience in library operations for in-hiring purposes, i.e., *at GS-3 and below:*

> Positions involving library aid duties where the individual is performing work which leads to advancement within the ranks of library aids/technicians to a higher-level nonsupervisory or supervisory position. Under these circumstances, positions which are essentially clerical in nature and do not require "specialized" experience for in-hiring purposes (e.g., GS-3 and below) may be classified to the GS-1411 Series. In these situations, the lower grade work provides a career ladder for movement to these higher-grade positions requiring specialized experience.

The following positions are *excluded* from the GS-1411 Series even though they include some duties typically performed by a library aid/technician:

> Positions which are isolated or dead-end assignments within the library. For example, where the library affords little opportunity for advancement or for a career in the library field, the organization in which the library is located may feel it is wise to fill nonprofessional positions in the library through the career development pattern established for clerks, typists, dictating machine transcribers, stenographers, etc. Such positions typically include duties which are appropriately classified by other standards as file clerks, dictating machine transcribers, etc.

B. *DISTINGUISHING BETWEEN LIBRARY TECHNICIANS AND PROFESSIONAL LIBRARIANS*

In determining whether positions are classifiable to the Library Technician Series, GS-1411, or to the Librarian Series, GS-1410, careful consideration should be given (*a*) to the duties and responsibilities of the position, including the supervision received; (*b*) to the knowledge and abilities required to perform the work; and (*c*) to the recruitment sources, the career ladder, and needs of management. For example:

a. *Library Technicians* typically are proficient in one or more functional areas or in certain limited phases of library service work *in the particular organization in which they are employed.* Normally, they do not possess the wider knowledges required to work in other functional areas or other types of libraries.	*Librarians*, even though assigned to one functional area, are required to apply a knowledge and understanding of each duty and its function in relation to the overall purposes of the library. They must possess a knowledge of library principles, theories, and techniques, and of literature resources, sufficient to permit freer movement to other functional areas, or to other library organizations.
b. *Library Technicians* generally follow established methods and procedures which have been developed by librarians. Occasionally, they may develop individualized work plans or procedures, but these are typically in limited or nonprofessional areas (such as mechanical preparation, physical upkeep, or circulation of materials).	*Librarians* are responsible for planning and developing the library system, functions, or services; and for the formulation, development, and establishment of operating methods or procedures, requiring a broad understanding of the interrelationship of the various library activities.
c. *Library Technicians* typically learn library techniques and operations on the job, or in specific training courses related to the work being done.	*Librarians* gain a knowledge of library science, and of literature resources, through a broad cultural or academic background (e.g., equivalent to a bachelor's degree), plus academic training in the theories, principles, and techniques of librarianship (i.e., equivalent to a master's degree).
d. *Library Technicians* work either directly or indirectly	

under supervision of a Librarian; in some situations through a Supervisory Library Technician.

TITLES

Approved nonsupervisory titles for positions covered by this standard are as follows:

LIBRARY AID, GS-1 through GS-3

LIBRARY TECHNICIAN, GS-4 and above.

Supervisory positions are included in the coverage of this series. When supervisory duties and responsibilities are of such significance in the position as to require supervisory qualifications, the position should be designated as supervisory by addition of the prefix "Supervisory" to the title, i. e.—

SUPERVISORY LIBRARY TECHNICIAN, GS-4 and above.

This standard does not provide criteria for classifying positions in which supervisory duties are grade-controlling. See Part I of the *Supervisory Grade-Evaluation Guide* to determine the grade-level classification of supervisory positions.

CLASSIFICATION FACTORS

The grade levels established for Library Aid and Library Technician positions take into consideration the following classification factors:

1. *Difficulty of assignments.*

This factor reflects:

a. The type of tasks performed or steps taken: Whether they are simple and repetitive or complex and varied; whether they are clerical, manual or nonprofessional library routines, or quasi-professional or technical library operations concerned, e.g., with acquisition, cataloging, or reference work.

b. The knowledges and abilities required to perform the assignments: Whether assignments require a limited knowledge of library practices and procedures or a substantial knowledge of library functions, services, and techniques; whether assignments require ability to understand the terminology, content and classification scheme of the collections serviced; whether a practical working knowledge of one or more foreign languages is required to identify foreign documents or other library materials.

c. The application of established guidelines: Whether the guidelines are few in number and directly applicable to the situation or whether they are numerous and complex and subject to interpretation.

2. *Personal contacts* *

This factor reflects:

a. The nature and purpose of person-to-person contacts within the library and with library clientele, or with dealers, donors, and exchange sources.

b. The knowledges required and degree of authority accorded the employee to speak for the organization in personal contacts.

3. *Level of responsibility*

This factor reflects:

a. The nature and complexity of decisions which are made: Whether judgments of any kind are permitted or the extent to which initiative, resourcefulness and discretion must be utilized in carrying out the assignment.

b. The degree of supervision received: Considered here is the manner in which work is assigned and reviewed: Whether supervision is close and direct or of a general technical nature; and the extent to which completed work is subject to review or accepted as technically accurate.

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* Many GS-1411 positions do not include personal contact work. The absence of this factor is not necessarily a weakening influence on the grade level. Positions should meet criteria for either the factor "Assignments" or "Personal Contacts", or both, in addition to the characteristics for "Level of Responsibility."

NOTE TO USERS

This standard includes criteria for use in classifying positions at grade levels GS-1 through GS-7. Absence of criteria describing positions at the GS-8 and higher levels does not preclude classification in grades above GS-7. For more responsible assignments, higher grade levels may be used through extension of criteria presented in this standard. For instance, ample justification may exist for classifying a position to the GS-8 level based on assignments with the basic knowledge requirements described at the GS-7 level when there is delegated significantly more responsibility and independence than called for at the GS-7 grade level.

GS-1411-1 Library Aid GS-1 GS-1411-1

GS-1 Library Aid positions require no previous experience. Tasks are simple and full performance is expected after a few days' training or on-the-job practice. Some positions may also include continued training and supervision in tasks of the GS-2 level.

Assignments

GS-1 assignments include a limited number of simple, routine tasks, requiring the repetitive application of a few specific instructions. The guidelines used are clearly applicable and so limited in number that they are readily memorized or applied from oral instructions. Strict adherence to governing instructions is required.

The following examples are typical GS-1 assignments: (1) shelving books or magazines, as directed, in accordance with a simple predetermined and clearly designated alphabetical, numerical, or other arrangement; (2) loading and arranging books on trucks, replacing material on shelves, maintaining orderliness and neatness of shelves, shifting book collections within the library stacks; (3) counting duplicate copies in a shipment (but not verifying the book specifications) for comparison with invoices, stamping ownership on the edges of new or rebound books, applying card pockets, spraying lacquer to protect spline markings, or other essentially one-step operations connected with receiving books, when such assignments require little training and involve performance of similar tasks over and over again; (4) other duties of a simple, repetitive nature, such as assembling and stapling booklists, assisting in occupancy counts, weeding files, as directed, by simple notations (e.g., color designations).

Personal contacts

Few or no personal contacts are made outside of the immediate organization in which employed.

Level of responsibility

GS-1 Library Aids apply specific instructions. They have little responsibility beyond accuracy, production, and reasonable safety procedures to protect library materials from loss or damage.

Work is performed under close supervision, or direct instructions, of a higher-grade employee or supervisor. Because of the simplicity of continuing specific assignments, little supervision is needed after training beyond seeing that materials are provided and that production is steady. Work is spot checked for accuracy and neatness. Trainee assignments are reviewed for accuracy.

GS-1411-2 Library Aid GS-2 GS-1411-2

GS-2 Library Aid positions are characterized by limited training in or acquaintance with the library's services and procedures. Previous library experience is not required. This level also includes performance of a variety of library duties of limited complexity as part of an extended training level for developmental progression to GS-3.

Assignments

GS-2 assignments include performance of a number of simple uncomplicated and repetitive clerical or manual library routines. Such duties require application of a limited variety of procedures and specific guidelines. The established order of their accomplishment is clear, and, except upon direct instructions, does not change; for example, performing simple and repetitive library routines in paging, shelving, preparing materials, charging and discharging books, etc.

Assignments at the GS-2 level provide training in, and experience with, library routines and operations, and some acquaintance with the library's organization and services. Incumbents acquire knowledges on the job related to the functions to which they are assigned, such as familiarity with shelf-listing arrangements, alphabetical and numerical filing according to a decimal system, call numbers, physical location of various collections, library terminology, etc.

Duties performed at this level may be continuing assignments or may provide training for higher level work.

Personal contacts

Some positions exceed the GS-1 level in that they require limited personal contact with the general public or other library clientele. In such work situations, the contacts are to provide routine, readily available, uncomplicated information (e.g., giving directional information, such as location of the catalogs, special reading rooms, etc.).

Most GS-2 assignments, however, do not include significant personal contacts outside of the immediate organization in which employed.

Level of responsibility

Library Aids GS-2 apply governing provisions strictly in accordance with instructions so that there is little ingenuity or judgment required. Guidelines used are subject to specific supervisory explanation and interpretation. The main responsibilities of incumbents are to follow instructions and to be accurate in the work performed.

Work is performed under close supervision of a Librarian or Supervisory Library Technician of higher grade, or in accordance with detailed instructions. The supervisor is available to provide assistance on matters not covered by instructions or guidelines.

Examples

GS-2 Library Aid positions normally include the performance of one or more of the duties described below. These are illustrative and not all inclusive.

(1) Works with a general or specialized collection. Shelves books and magazines in accordance with the library's shelf-list order (call number) requiring some familiarity with the alphabetical and numerical designations of the library's classification scheme. Files pamphlet material in vertical files, and special material (such as recordings) in designated locations. Checks shelves for misplaced books, corrects shelving, removes volumes which appear to be in poor physical condition so that an employee in a higher grade may consider them for withdrawal or rebinding. As required, charges or discharges books.

(2) Assists at the circulation desk of a general (public) library by charging publications to users who are properly identified, discharging library materials on return, assembling and verifying records of overdue books, and preparing notices to be sent to the borrowers.

(3) Follows established routines in sorting, aphabetizing, or arranging catalog and shelf-list cards. In sorting, must apply the alphabetical and numerical designations of the Dewey and Library of Congress classification schemes. Types or otherwise completes sets of catalog and shelf-list cards from fully-prepared master copy. Posts the locally-approved call numbers to pre-printed L. C. catalog cards. Stamps and arranges numerically and/or alphabetically cards which have been withdrawn from catalog or shelf list.

(4) Applies designated symbols on book splines, using stylus or lettering machine; posts call numbers and retail prices inside the books; with a stylus, marks ownership of phonograph records; and/or posts subscription records when periodicals are received, prepares them for distribution to divisions or using activities, and reports missing issues or damaged copies to the supervisor.

GS-1411-3 Library Aid GS-3 GS-1411-3

GS-3 Library Aid positions involve use of a working knowledge and understanding of the library's services, practices, and procedures relating to the specific function(s) or activities involved. These knowledges typically are gained through instructions on the job. Previous library experience may be desirable, but is not required. Some GS-3 positions provide the means for receiving training in or familiarity with the use of specialized terminology, or in recognizing the identification of books or other documents written in foreign languages.

Assignments

GS-3 assignments include detailed clerical or manual library routines of limited complexity. Such duties typically (*a*) are assigned on a continuing basis; (*b*) relate to a functional area of library activity; (*c*) are covered by a variety of well-established procedures and instructions which, in most cases, are directly applicable; and (*d*) require the exercise of some discretion or choice in the application of pertinent guidelines to the situation at hand.

GS-3 assignments require an understanding of the library's basic purpose as well as a working knowledge of library services and practices relating to the specific work activity. For example, assignments require incumbents to utilize some knowledge of: (*a*) the library's classification scheme, shelf-listing arrangements, and location of specialized collections; (*b*) the location and filing schemes for major and/or special catalogs; (*c*) a limited number of reference sources; or (*d*) a variety of methods and clerical procedures relating to the procurement or technical processing of library materials, registration and circulation routines, etc.

GS-3 assignments typically do *not* require familiarity with specialized subject-matter terminology, or ability to read identifying information on foreign language publications. However, some GS-3 assignments may include *training* or experience in recognizing subdivisions and distinctions in subject terminology; in recognizing identifying information in foreign languages, such as the words for names, volumes, dates, parts, editions, etc.; or in transliterating titles from foreign alphabets.

Personal contacts

Some Library Aids GS-3 have personal contacts with other library employees, agency personnel, the general public, or others using the library. The Library Aid GS-3 must have the tact, courtesy, poise, alertness, and good judgment sufficient to carry on public contacts of a relatively routine, factually-centered nature.

At this level, the Library Aid is concerned with giving or receiving information which is routine and recurrent, simple and clear-cut. By contrast with the GS-2 level, the GS-3 Library Aid (*a*) usually gives some explanation of the governing clerical procedures, or (*b*) answers a variety of inquiries. More difficult questions or problem situations are referred to personnel in higher grades.

Level of responsibility

GS-3 Library Aids are responsible for making routine decisions in applying established library policies, rules and instructions. Positions exceed the GS-2 level in that there are some opportunities for the use of discretion. For example, some choice may be required in correctly applying procedures under varying circumstances (such as different situations that arise at a registration or circulation desk); and in recognizing and referring to the supervisor or personnel in higher grades such matters as deviations from established procedures, matters not covered in procedures or instructions, or instances in which normal or usual methods cannot be used.

Work is performed under supervision of a Librarian or Supervisory Library Technician or higher-grade employee in the organization. The Library Aid receives standing instructions on sequencing and planning of work for routine, repetitive chores where work is controlled by procedures and established practices. Instructions for unusual or new assignments are given on a task basis. Routine work is spot checked. New, unusual, or more difficult assignments are inspected, reviewed, or revised by the supervisor or an employee in a higher grade. More complex library routines of GS-4 level assigned for training purposes are performed under close supervision.

Examples

GS-3 Library Aid positions normally include the performance of one or more of the duties described below. These are illustrative and not all-inclusive.

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(1) Based upon call number, is responsible for searching, shelving, shifting, shelf reading and sorting library publications in a large library with extensive specialized collections. May be assigned within a specified area. Using written requests in various forms, locates required publications primarily based upon the call number; checks to make sure it includes the article requested. Performs searches for publications in immediate vicinity of its proper location. Substitutes other editions when material requested is not on the shelf. Checks shelves in his assigned area. Brings to attention of supervisor possible typing or clerical errors in labeling, or library materials needing mending or reconditioning.

(2) Performs circulation or registration duties, or both. Must apply a knowledge of the library's rules and procedures for circulation, registration, and care of library materials. For example: (*a*) explains to borrowers the library's rules and regulations, registers borrowers, files applications, enters and clears records of overdue books or fine charges, records change of name or address, etc.; (*b*) explains circulation procedures, charges publications to users (questioning in doubtful cases the borrower's address or identity as indicated on card), discharges library materials on return, inspecting books for damage, reserving books at request of borrower and making checks to see that requests for specific items are filled; (*c*) maintains records of material being loaned to other libraries, follows established procedures as to the proper loan period based on various types of material, identifies the various items being loaned to make sure that materials are obviously consistent with request, keeps current records of overdue books, prepares and sends notices to borrowers to recall books or periodicals which are overdue. Nonroutine cases are referred to an employee in a higher grade. Must use discretion, tact, and resourcefulness in answering borrowers' questions on registration or circulation procedures, issuing replacements for lost borrowers' cards, giving directional information, etc.

(3) In accordance with instructions, prepares a variety of library materials, applying procedures and instructions pertinent to the piece in hand (books, pamphlets, music,

recordings, films, microfilms, magnetic tape, etc.). For example: On a continuing basis, performs a variety of detailed library duties in processing (with book cards, pockets, stamps, and appropriate markings) new acquisitions, reinstatements, reclassified titles, transfers, and rebound materials for reference and circulation use. Upon instructions of supervisor and using some knowledge of formats and bindings, makes a preliminary separation of books to be reconditioned; receives books bound on contract, checks against bindery invoices, and processes them.

(4) In a library that has a few nonprofessional positions, a Library Aid GS-3 performs a variety of library routines of limited complexity covered by well-established procedures and instructions, e.g., shelf maintenance, registration and circulation duties, applying a variety of accessioning procedures, processing new acquisitions, etc.

GS-1411-4 Library Technician GS-4 GS-1411-4

GS-4 Library Technician positions involve use of a specialized working knowledge of the particular library's services, practices and procedures and/or some familiarity with the terminology, content, and classification scheme of the collections serviced. Some GS-4 positions also require ability to recognize identifying information on documents in one or several foreign languages. These specialized knowledges typically have been gained through previous experience or training in the same or a closely related library activity, or in specialized training courses.

Assignments

Performance of one or more of the following types of duties is typical of GS-4 level assignments:

1. Peforming a variety of detailed, nonroutine, or more complex clerical or nonprofessional library duties following prescribed or standardized methods or instructions. These duties include a variety of steps or operations, with various alternative courses of action where choices must be made and judgment exercised. They require the use of initiative and judgment in applying a

substantial number of pertinent regulations, procedures, and instructions. For example, assignments require application of: (*a*) some knowledge of cataloging practices and established rules for form and content of bibliographic entries; (*b*) some knowledge of routine reference sources in the library in which employed and how to use them; (*c*) some knowledge of acquisition sources such as trade journals, exchange programs, government channels, etc.; (*d*) a good working knowledge of rules and procedures such as detailed internal library rules and instructions for filing, etc.

2. Performing a sequence of detailed clerical or nonprofessional library routines such as coding, searching for, recording, or filing materials, which require: (*a*) sufficient familiarity with the terminology, content and classification scheme of the collections serviced to recognize principal and subordinate relationships among a number of related technical, scientific, or specialized topics; and/or (*b*) some training in the clerical processing of foreign publications and ability to recognize and compare dates, authors, titles, etc., in identifying books or other documents in one or several foreign languages, or to transliterate from foreign alphabets into English.

Personal contacts

Personal contacts of the GS-4 level require that the Library Technician utilize some understanding and appreciation of the philosophy of library service; tact, courtesy, alertness and good judgment in responding to the needs of people using the library. Some Library Technicians GS-4 require ability to work with and guide the efforts of special library personnel, such as volunteer workers, hospital patients who serve as helpers, etc.

Personal contacts exceed GS-3 requirements in that they typically deal with a considerable variety of clerical, procedural, or factual matters with some independence; they require considerable skill in sensing the meaning and intent of requests and in explaining procedures and requirements; they may involve some discretion and judgment in determining what information to give according to the person's need and entitlement to the information requested; they may require some familiarity with the scientific, technical or specialized terminology of the collection serviced.

Personal contacts involving technical reference questions are referred to Librarians or other personnel in a higher grade for reply.

Level of responsibility

The Library Technician GS-4 must apply established library policies, rules and instructions that are more numerous and detailed than those characteristic of the GS-3 level. The Library Technician has responsibility for knowing the established library routines, and for carrying through the full cycle of numerous clerical and nonprofessional tasks. The Library Technician must use resourcefulness and experienced judgment in making decisions when there are alternate courses of action within applicable procedures and requirements, and in explaining or determining the applicability of guides or procedures of a general nature.

GS-4 Library Technicians work under supervision of a Librarian or Supervisory Library Technician. They are responsible for working within established procedures and operating instructions and for making related decisions subject to supervisory approval. Recurring routine assignments are performed on the basis of previous experience. Unusual or difficult problems are referred to the supervisor. Work is reviewed periodically to insure compliance with procedures and quality standards. Nonroutine assignments are reviewed.

Supervisory control is significantly closer and more complete for in-service training assignments. Under such conditions, the Library Technician performs assignments similar to those described at the GS-5 level with explicit instructions as to the methods and procedures to follow, and the work is reviewed in process.

Examples

GS-4 Library Technician positions include the performance of one or more of the duties described below. These are illustrative and not all-inclusive.

(1) Identifies foreign language serial publications requiring the ability to recognize authors, dates, titles, editions, etc., in several foreign languages, the use of standard language dictionaries and/or the need to transliterate from foreign

alphabets into English. Performs such duties as maintaining records of foreign language serial publications, determining whether issues are missing and, if so, submitting claims based on knowledge of various circulation patterns and library procedures. Titles which present unusual problems or are difficult to locate or identify are referred to personnel in a higher grade for additional searching.

(2) Processes duplicate nonfiction and adult fiction titles which are being added, reclassified, or reinstated. Searches official catalog and union shelf list for each book, checking carefully such points as author, title, edition, date, pagination, etc., to ascertain whether books are exact duplicates. Performance of these duties requires knowledge of the library's cataloging practices and established rules for form and content of bibliographic entries.

(3) Is responsible for the shelf maintenance of a special collection, such as science and technology, law, music, rare books, maps, etc. The classification scheme used may be unique to the particular collection, and may be geographical, chronological, numerical, or a combination of these arranged to fit the peculiar needs of the collection serviced. Searches for books or other library items based on call slips giving author, title and shelf location. Difficulties in locating documents stem from such conditions as (*a*) information on the request may be inaccurate or incomplete; (*b*) some familiarity with the terminology covered by the specialized collection is needed to identify and to verify material through use of catalogs, shelf lists, etc.; or (*c*) need to recognize and identify titles, dates, authors, etc., in one or several foreign languages.

(4) Performs duties similar to circulation desk GS-3, but on a more specialized level. Maintains a detailed system of circulation controls, such as reserves, renewals, overdues and interlibrary loans. Based on experience in applying established circulation procedures and practices, processes for the library problems in registration, overdues, circulation, or loan of materials (e.g., makes adjustments with the borrowers in case of non-return of or damage to library materials). Receives, recalls, returns and otherwise serv-

ices the material borrowed from other libraries. Arranges by direct contact with lending libraries for extension of loan periods and for replacement of lost or damaged items.

GS-1411-5 **Library Technician GS-5** **GS-1411-5**

GS-5 Library Technician positions involve use of a significant specialized knowledge of (*a*) the particular library's functions, services, practices, and procedures; (*b*) the terminology, content, and classification scheme of the library's collection, or a specialized collection; (*c*) or both. In some work situations, GS-5 positions require ability to read routine or repetitive material in one or two foreign languages (such as requests for publications), or to recognize identifying information on documents in a variety of foreign languages. These knowledges typically have been gained through previous experience in the same or a related activity, or in related training courses.

Assignment

GS-5 assignments typically include one or more of the following types of duties:

1. Performing *technical* or *quasi-professional* library operations of limited scope or difficulty in one or more of the functional areas of librarian work. Duties include the uncomplicated or routine segments of more difficult professional-type operations (e.g., brief, temporary or preliminary cataloging). Performance of such duties requires a specialized knowledge and understanding of techniques used in one or more of the basic functions of library work (such as acquisition, cataloging, reference work); application of established methods and practices; the use of standard library tools (such as the *ALA Cataloging Rules for Author and Title Entries; Rules for Descriptive Cataloging*), or agency-generated manuals and instructions; and routine use of readily available reference sources in the library in which employed.

2. Performing a varying sequence of complex *clerical or nonprofessional* library routines that are not completely standardized or prescribed; or that involve deviations from established procedures, new or changing situations or conditions; or that involve matters for which only general provision can be made in regula-

tions or procedures. Such assignments require the use of considerable initiative and judgment in the application of a substantial variety of established library regulations, procedures, and instructions; or the use of a variety of standard references, guides, and precedents to obtain needed information and to select and adapt methods and procedures.

3. Performing a varying sequence of other *clerical or nonprofessional* tasks (such as coding, searching for, recording, or filing library materials) which require: (*a*) sufficient familiarity with technical, scientific, or specialized terminology in various principal subject-matter areas and/or sufficient comprehension of nontechnical material to distinguish relationships among a wide variety of closely interrelated matters; and/or (*b*) ability to identify books or other documents in a variety of foreign languages, or to translate into English from one or two foreign languages material which is repetitive or routine in content or format. Such duties require familiarity with common reference materials used in translation, but not a full knowledge of the languages which are being translated.

4. Serving as the responsible employee in charge of *nonprofessional or clerical* segments of work, including work of the GS-4 level of difficulty, requiring a good overall knowledge of a nonprofessional activity in a large library, or the operating procedures of a small library. Such assignments may also include responsibility for suggesting new or improved work routines, or for training, scheduling, or other limited supervision of the work of lower-grade assistants. (TO EVALUATE SUPERVISORY POSITIONS, USE PART I OF THE SUPERVISORY GRADE-EVALUATION GUIDE.)

Personal contacts

In addition to requirements specified at GS-4, personal contacts at the GS-5 level require considerable knowledge of the library's organization, services, facilities, and classification system and procedures. Some Library Technicians GS-5 deal with clientele of the library in providing limited ready-reference service, or in explaining a variety of detailed library rules and regulations. Other Library Technicians GS-5 have limited contacts with dealers, donors, and exchange sources relating to the procurement or acquisition of materials.

Level of responsibility

Library Technicians GS-5 work within a framework of established library policies, rules and regulations. They must apply considerable judgment in the application of numerous operating instructions, procedures and precedent decisions. Work is performed under supervision of a Librarian or Supervisory Library Technician. Detailed instructions are furnished where assignments are unique and require marked changes in established procedures. The supervisor discusses areas of work where special emphasis is needed, gives suggestions on handling more difficult assignments, and is available to answer any questions which may arise.

When performing *technical or quasi-professional* work (e.g., concerned with acquisition, cataloging, or reference techniques), GS-5 Library Technicians follow clear guides and established practices; there are few opportunities for use of originality; decisions made or actions taken deal recurrently with similar situations or problems. The work is subject to review and revision, e.g., cataloging is typically reviewed for conformity to library practices; reference material requested by users may be subject to spot-check review.

When responsible for more complex *clerical or nonprofessional* library routines, work is reviewed primarily for overall effectiveness and compliance with general policies and procedures. Work typically flows to the Library Technician GS-5 according to an established procedure. Unusual matters requiring professional or quasi-professional experience to resolve are referred to personnel in a higher grade level.

Examples

GS-5 Library Technician positions normally include the performance of one or more of the duties described below. These are illustrative and not all-inclusive.

(1) From established sources, prepares bibliographic entries for material to be acquired. Verifies bibliographic data on duplicate orders, readers' requests, out-of-print books, etc. Uses resourcefulness in searching trade journals, catalogs, and reference tools to locate correct bibliographic and order information. When the information cannot be found,

consults with or refers the material in question to a Librarian or Library Technician in a higher grade.

(2) Is responsible for maintaining serial checklist which includes the following duties: (*a*) recording and identifying a large volume of publications with a wide range of subject matter, formats, and foreign languages; (*b*) searching decision files, order records, and standard bibliographic works for titles which checkers in lower grade have been unable to find. Only those titles which then are not found will be routed to personnel in a higher grade for further searching as possible new serial titles.

(3) Performs cataloging, either temporary or preliminary, and original cataloging in brief form. This includes adapting Library of Congress printed cards by making notations specific to the needs of the library; cataloging new editions and new volumes of works already in the library requiring careful comparison of the information contained in the book and on the cards already in the catalog. Where cataloging or classification is other than routine, refers cases to a Librarian.

(4) Aids individuals in the use of the library resources by locating materials, including books, reports, Congressional hearings, and other documents. This involves not only giving assistance in the actual physical location of materials, but also involves the location of information through the use of the author-subject-title card catalogs and indexes. This also includes locating and selecting appropriate materials to answer ready-reference questions. More difficult reference questions are referred to the Librarian.

CS-1411-6 Library Technician GS-6 CS-1411-6

GS-6 Library Technician positions, in addition to the knowledges required at lower levels, involve (1) application of a knowledge of technical or quasi-professional operations in one or more of the basic elements of library science (such as acquisition, cataloging, reference, administration), and of the objectives and philosophy of library service; and (2) ability to apply such knowledge to the service needs of the particular library situation.

Assignments

Continuing assignments at the GS-6 level include relatively narrow segments of work in one or more of the functional areas of librarianship (such as acquisition, cataloging, and reference) to provide technical support and relieve the professional librarian for higher level and more demanding responsibilities. Such assignments are controlled in terms of variety, complexity, or responsibility. An example is the performance of simplified cataloging for a specific group of library materials. Performance of GS-6 duties requires (*a*) skill and understanding of established library techniques and methods and the use of standard library tools within the library in which employed; and (*b*) knowledge of a specialized technical or quasi-professional area of library work, e.g., cataloging practices of the library in which employed to locate variations in forms of author's name, spelling, edition, imprint, etc.

Personal contacts

In addition to requirements for GS-5, Library Technician positions at the GS-6 level involve more demanding or extensive personal contacts. Such contacts require application of knowledges and experience gained in the particular functional area. For example, in the acquisition of materials, they meet with dealers and donors who come to the library; they speak for the library when serving as the individual-in-charge of library operations on a second shift; or, on the basis of guidance from supervisor (as a member of a panel or a group), they give book talks or other presentations to interested library groups.

Level of responsibility

Library Technicians GS-6 follow established library techniques and methods, and the use of standard tools and guidelines. For continuing assignments, the level of responsibility differs from that described at the GS-5 [illegible] primarily in the nature of the assignment. GS-6 assignments typically involve more technical or quasi-professional operations in support of the professional librarian, as reflected by the examples that follow.

When performing continuing quasi-professional or technical assignments, the GS-6 Library Technician works under the general technical supervision of a Librarian or Supervisory Library

Technician. The employee typically receives only general guidance upon assignment of work, and is expected to perform ordinary workload independently; difficult problems are referred to the supervisor for advice or action; and completed work is subject to review for technical accuracy.

When applying and adapting pertinent guidelines to more varied and complex technical or quasi-professional situations than those represented by the examples below, Library Technicians GS-6 work under close control and guidance of a Librarian or higher-grade Library Technician.

Examples

GS-6 Library Technician positions normally include one or more of the duties described below. These are illustrative and not all-inclusive.

(1) Performs bibliographic searching on the basis of incomplete information. The requests lack information for easy identification. They may be inadequate, inaccurate, illegible, or in a form at variance with the cataloging practices of the library; or they may relate to old, rare, or obscure items. Problems include a range of such matters as:

- (a) errors or variations in spelling and in the form of the author's name;
- (b) variations in entry;
- (c) proper author entry—whether corporate author or personal author;
- (d) discrepancies in main headings; and
- (e) translation of identifying data from foreign languages.

Duties require extensive searching in the library's indexes and catalogs, and examining books and periodicals to verify author, complete title, edition, publisher, and other specific information. Only those items for which adequate bibliographic identification is not located are subject to review. These duties require an intensive knowledge of the library's holdings, and a good understanding of bibliographic searching technique.

(2) Performs descriptive cataloging of specific library materials. Is assigned materials easy to catalog, e.g., where the authorship and physical description do not present difficult problems and where extensive searching is not required. May be assigned, for development purposes, a greater variety and complexity of library materials which are more difficult to catalog, e.g., where authorship is not obvious and involves some choice, or where searching is required to determine form of entry and physical description. Cataloging duties involving varied, complex and difficult materials are performed under close supervision and guidance of a Librarian.

(3) On the second shift, serves as the employee-in-charge of a small library or bookmobile, providing ready-reference service when the collection includes fiction, general reference, and books and magazines on current affairs. The Library Technician GS-6 primarily aids individuals in the use of the library, answers ready-reference questions by brief consultation of standard reference books in the library, and locates books or other information media through use of the library's card catalogs. Work is performed under the general technical supervision of a higher-grade Librarian or Library Technician on the regular shift, who is responsible for administration of the library, public relations, and more difficult reference work. Such an assignment may also involve direction of one or two lower-grade employees who perform registration, circulation, filing and searching duties.

GS-1411-7 Library Technician GS-7[1] GS-1411-7

GS-7 Library Technician positions involve use of a substantial specialized knowledge of (*a*) the library's functions, services, practices, and procedures; (*b*) the terminology, content, and classification scheme of the library's specialized collections; (*c*) or both. Included are requirements for substantial technical or quasi-professional knowledges of one or more of the basic elements of library science (such as administration, acquisition, cataloging, reference). Some positions also require ability to read, in two or more foreign languages, nontechnical or repetitive material, or material involving familiarity with subject-matter terminology.

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[1] While the duties of a Library Technician GS-7 may appear to be similar to those of a Librarian GS-7, one distinction to be made is this: The Library Technician GS-7 possesses a store of knowledge related to the functions, services, practices, and procedures of *the* library or special type of library *in which employed*. The Librarian GS-7, on the other hand, possesses a professional knowledge of the fundamentals of library science, and of the principles, theories, and techniques which are applicable in *any* type of library.

Assignments

GS-7 assignments typically include technical or quasi-professional operations of considerable difficulty in one or more of the functional areas of librarianship. For example:

1. Performing a cycle of technical or quasi-professional assignments of substantial variety or complexity (e.g., searches for hard-to-find bibliographic information, and, on the basis of this information, prepares bibliographies that fully describe and identify items to be acquired; performs descriptive cataloging following standardized practices; locates and selects appropriate materials to answer ready-reference or selective reference questions in a specific area of interest). Performance of such duties requires (*a*) a background of understanding, demonstrated skill, and considerable judgment in the application and interpretation of well-established library techniques and methods, and the use of standard library tools and available reference sources *within the library in which employed;* and (*b*) substantial knowledge of a specialized area such as bibliographic references; the book trade, procurement sources, and trade journals; and/or the library's technical processing and bindery policies and activities.

2. Searching for, locating, and acquiring data or documents for the use of specialized clientele (e.g., scientists and engineers). Normally, the requested data or documents are available from collections or resources within the library in which employed. Such work requires (*a*) substantial knowledge of detailed library work processes for input and output of data in a specialized collection, including in some cases use of automated equipment; (*b*) ability to select or

establish methods and procedures for acquiring data for unique projects; (*c*) a substantial working knowledge of the terminology, content, and classification scheme of one or several specialized collections sufficient to understand standard methods, procedures or techniques for conducting literature searches for requested data; and/or (*d*) ability to read or translate nontechnical or repetitive material involving some familiarity with subject-matter terminology, in two or more foreign languages.

Personal contacts

The Library Technician GS-7, engaged in personal contacts, must utilize the substantial and specialized working knowledges required at this level in obtaining, providing, and exchanging information. Library Technicians GS-7, for example, establish and maintain cooperative working relationships within the library and with library clientele; give book talks or other presentations to interested groups; or work closely with dealers, donors, and exchange sources in the acquisition of materials.

Level of responsibility

Technical or quasi-professional work at the GS-7 level, as at lower grade levels, follows established library techniques and methods, and the use of standard tools and guidelines. At the GS-7 level, however, the Library Technician must use initiative in applying and adapting these guidelines to the specific situation at hand. They make decisions requiring the use of experienced judgment in their assigned area, e.g., where to search for hard-to-find bibliographic information, as well as the practical consideration of when it must end.

Technical or quasi-professional work is performed under the general technical supervision of a Supervisory Library Technician, or a Librarian who is located either within the local library or at a higher organizational level. The Library Technician GS-7 typically works on the basis of a general assignment of responsibilities, and follows through the full continuity of the job to the final results. He must be able to recognize nonroutine situations, and refer to the supervisor more difficult problems or ones which might involve a change in library policy. Depending upon the assignment, completed work may be reviewed for technical accuracy, e.g., cataloging is reviewed for consistency of form and entries; or reports of search are reviewed to see that no aspect of a request has been overlooked. Typically, however, more routine or repetitive requests for information are not reviewed, and results of searches are accepted as final and form the basis for information given to the requestor.

Examples

GS-7 Library Technician positions include the performance of one or more of the duties described below. These are illustrative and not all-inclusive.

(1) Responsible for operation of a small branch, bookmobile, or hospital library where the subject area is relatively narrow or nontechnical. Acquisition and cataloging of library materials is performed by a centralized service. The work performed requires an extensive knowledge of the library's resources and substantial responsibility for a range of the library's activities and services, including ready reference, circulation, administration, publicity, and public relations. Work is performed under general supervision of a librarian who establishes policies and procedures, provides guidance on professional aspects of the work, and who may review library operations and problems on a weekly or biweekly basis.

(2) Under general supervision of a librarian, provides acquisition services for a library of significant size or group of libraries. Has responsibility for correct bibliographic information and order data on all out-going orders. Must search catalogs, bibliographies, and trade journals for hard-to-find data not located by lower grade library technicians. Following established policies and practices of the library, makes recommendations concerning such matters as acceptance of gifts for addition to the collection; need for acquisition of duplicate copies, variant editions; sources for procurement. Must have a sound technical knowledge of standard bibliographic reference tools used in the library; and the library's procurement policies and procedures.

(3) Under general supervision of a librarian, performs descriptive cataloging. Material includes scientific and engineering publications, which may be in foreign languages. Work sometimes requires unusual descriptive entries and extensive searching of the library's catalogs and bibliographies to establish consistency of author entries, correct dates, and necessary notations of information. Consults with supervisor on especially difficult problems. All work is reviewed for consistency of form and entries. Performance of these duties requires a detailed knowledge of standard cataloging rules, and established procedures and practices, especially as related to the library in which employed.

(4) In a large national library, performs difficult searching duties typically on the basis of correspondence and telephone requests and for items not located by lower-grade searchers. Typical problems not only involve incomplete or incorrect information such as author doubtful due to possible corporate author, fragmentary title given, discrepancies in main heading, or garbled issuing body, but also are complicated by such characteristics as technical reports of unknown authorship, item identified by manuscript number, second source quoted, unusual material requested, original requested by transliterated title, translation wanted rather than original, etc. Searching requires an extensive knowledge of the library's resources and classification scheme, a sound knowledge of cataloging rules and standard reference and bibliographic tools of the library. Searches are conducted for all types of library materials, to ascertain the existence of an item, and to locate correct bibliographic information. Works independently in conducting searches. Results are accepted as final and form the basis for information given to the requestor. Report of search may be reviewed to insure that no aspect has been overlooked, that all possible places have been searched, and that appropriate reference and bibliographic sources have been consulted.

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LIBRARY TECHNICIAN SERIES[1][2]

Library Aid GS-1/3

Library Technician GS-4/7

Supervisory Library Technician GS-4/9

DESCRIPTION OF WORK

Positions in this series constitute what is essentially a support occupation. Library Aids and Technicians work in libraries where they provide support and assistance to professional librarians. In the lower grades (GS-1 through 3) assignments frequently involve considerable clerical work and some manual labor. In the higher grades (GS-4 and above) assignments may be specialized or may involve supervisory or administrative responsibilities.

Positions in this series involve duties related to the following library functions: the mechanical preparation of library material; the physical upkeep of library material; care of shelves, files, and equipment; circulation work such as registering borrowers, explaining lending rules, reserving books for library users; acquisitions work such as ordering publications, preparation of book lists, routine correspondence; cataloging work such as making additions to serial shelf list and catalog records, temporary brief, or limited cataloging, processing added copies and new editions; answering factual or directional questions involving the use of standard reference tools and specific, readily available sources. When the library collection includes foreign language publications, positions may require ability to read or recognize identifying information (e.g., titles, authors, dates of publications) in one or more foreign languages. (For a more detailed discussion of duties performed by Library Aids and Technicians, see the classification standard for this series.)

EXPERIENCE AND TRAINING REQUIREMENTS

Applicants must have had general and specialized experience of the type described below, in the amounts indicated for each grade.

Grade	*General experience (years)*	*Specialized experience (years)*	*Total experience (years)*
GS-4	1	1	2
GS-5	1	2	3
GS-6	1	3	4
GS-7 and above	1	4	5

NOTE: For Supervisory positions, see the qualification standard in part III of this handbook for Supervisory Positions in General Schedule Occupations.

General experience is progressively responsible clerical or office work of any kind which has demonstrated the ability to perform satisfactorily at the grade level of the position. General experience may also include work involved in the physical handling of library materials provided this gave the applicant some general knowledge of library rules, regulations, and procedures.

Specialized experience is progressively responsible experience in a library which has included duties similar to those mentioned in the Description of Work paragraph above. Clerical work performed in a library (e.g., work classified to the Mail and File Series, GS-305, or to the Clerk-Typist Series, GS-322) may be credited as specialized experience provided the clerical work has demonstrated the applicant's ability to apply general library operating practices.

Excess specialized experience may be credited as general experience.

→*Supervisory positions*

For supervisory positions use the qualification standard for "Supervisory Positions in General Schedule Occupations" in part III of this handbook in conjunction with this standard.←

QUALITY OF EXPERIENCE

For GS-4 positions, at least six months of the required specialized experience must have been at a level of difficulty comparable to grade GS-3 in the Federal service. For GS-5 positions, at least one year of the required specialized experience must have been comparable to grade GS-4. At GS-6 and above, at least one year of the required specialized experience must have been comparable to the next lower grade, or two years of the required specialized experience must have been comparable to the second lower grade.

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[1] Qualification standard for Clerk, GS-300-1/3, are to be used for filling position of Library Aid GS-1/3.

[2] This standard has been approved by the Administrator of Veterans' Affairs for use within the Veterans Administration under the provisions of section 4105, title 38, U.S.C.

For any grade level, the required amount of experience will not in itself be acceptable as final proof of qualification for a given grade level. The applicant's record of experience, education or training must show he has the ability to perform the duties and responsibilities of the position.

SUBSTITUTION OF EDUCATION FOR EXPERIENCE

For a maximum of three years of the required experience (one year of general plus two years of specialized experience) study successfully completed in a resident school or institution may be substituted as follows:

General experience only

Successfully completed study in a school above the high school level may be substituted for experience on the basis of one-half an academic year of study (i.e., 18 weeks of substantially full-time study, or 15 semester hours, or the equivalent in quarter or trimester hours) for six months of experience.

Specialized experience

1. For the first year of specialized experience, study successfully completed in a resident school above the high school level may be substituted at the rate of one-half an academic year of study for six months of specialized experience provided such study included subjects closely related to the position being filled, e.g., in library science, in business administration, or training in office routines, or in a subject field appropriate for the library in which the position is located. A full 2-year course of study may be substituted for two years of the required experience (one year general plus one year specialized) and is fully qualifying for the GS-4 grade level.

2. For the second year of specialized experience, study of the quality described in paragraph 1 above may be substituted at the rate of one academic year of study for six months of specialized experience. Therefore, a full 4-year course of this type of study may be substituted for a maximum of three years of the required experience (one year of general plus two years of specialized experience) and is fully qualifying for the GS-5 grade level.

3. Study in library science courses completed in a resident institution above high school level may be substituted for a maximum of two years of specialized experience on the basis of three semester hours of library science for three months of experience. Substitution on the same basis may also be made for the general experience.

Education and training other than that outlined above, e.g., specialized training as a library aid or technician in manpower development programs, at a school for library technicians, or through inhouse courses, will be allowed appropriate credit, depending upon its applicability and extent.

No substitution may be made for the required supervisory experience or for the additional specialized experience required above the GS-5 level.

NOTE: "School above the high school level" means an educational institution (e.g., business or commercial school or college, a secretarial school, a junior college, or a college or university) for which high school graduation or the equivalent is prerequisite and in which the applicant successfully completed study which was not primarily limited to courses in typing and/or stenography.

For the item under "General experience only" and items 1 and 2 under Specialized experience, education in amounts less than one-half of an academic year are not substitutable for experience. One academic year consists of approximately 36 weeks of substantially full-time study, or 30 semester hours, or the equivalent. Semester hours gained in part-time study may be credited at the rate of ½ year for each 15 semester hours (or the equivalent in quarter or trimester hours).

Substantially full-time study in the case of business and commercial schools is the equivalent of at least 20 classroom hours of instruction per week.

WRITTEN TEST

For competitive appointments at GS-4, a written test is required. For competitive appointments at grades GS-1/3, follow the test requirements in the qualification standards for Clerk, GS-300-1/3. The written test should be waived for in-service placement actions at all grade levels.

BASIS OF RATING

→ Applicants at grade GS-4 will be rated on the basis of their written test scores. Applicants at grade GS-5 and above will be rated on the basis of their experience and education.←

SELECTIVE PLACEMENT

At GS 5 and above, Library Technicians sometimes specialize in the performance of duties concerned with acquisition, cataloging, reference, circulation, or serials work; or may be required to have some familiarity with specialized terminology or ability to recognize identifying information on foreign language documents. In filling such positions, selection *may* be limited to those eligibles who have had experience in the appropriate work at a qualifying level of difficulty.

SPECIAL REQUIREMENTS FOR POSITIONS INVOLVING PUBLIC CONTACTS

Some library aid or technician positions may involve substantial contact with others. Duties performed require a clear speaking voice, tact, courtesy, and capacity for effective public contacts. In filling such positions competitively and noncompetitively, appointing officers should assure themselves by reference checks, personal interviews, or other appropriate means that applicants possess these qualities to the degree necessary for satisfactory performance of the duties of such positions.

SUGGESTIONS FOR EVALUATING EXPERIENCE

(1) For a position requiring specialized experience in a particular function, such as cataloging, experience gained in cataloging titles being added to the collection would be ranked as top level experience. Experience gained in filing catalog cards would be ranked at a lower level, or nonqualifying, depending upon the requirements of the job.

(2) For a position requiring the ability to identify and record titles *in foreign languages*, experience gained in searching for publications in the particular foreign languages required by the position would be ranked as top level experience. Experience gained in similar processing functions not requiring foreign language ability would be rated as nonqualifying.

(3) For a position requiring familiarity with legal terminology, content and classification scheme of a law library, experience gained in searching duties in a legal collection would be ranked as top level experience. Experience gained in searching duties in a general collection including some legal publications probably would be ranked at a lower level depending upon the extent of the legal collection.

(4) Outside education or in-house training related to the requirements of the position would be ranked higher than other qualifying education, e.g., education or training in library work directly related to the position would be ranked higher than education or training in administrative work.

→ It is suggested, especially in evaluating candidates for in-service placement, that ← information be secured from former supervisors to elicit information as to demonstrated abilities, type of work experience, and past responsibilities. Other things being equal, the greatest credit should be given to those with the broadest experience and to those who demonstrate the most potential for advancement.

PHYSICAL REQUIREMENTS

See part II, Physical Requirements, paragraph 2.

INDIANA VOCATIONAL
TECHNICAL COLLEGE

APPENDIX 3

ADVISORY COMMITTEE

The Advisory Committee, appointed by the Regional Vice President/Dean, assists in providing information concerning needs and resources in the region.

The purpose of the Adivsory Committee of Indiana Vocational Technical College is to provide an on-going source of information and counsel to the College. They aid the College in its efforts to remain progressively effective through critical analysis and advice. Utilizing input from Advisory Committees, the course content of programs offered is periodically reviewed, evaluated and modified as necessary to ensure that the courses meet occupational education needs.

Effective coordinated work with Advisory Committees makes the College sensitive to employment changes and technological advances. Advisory Committees make it possible for Indiana Vocational Technical College to become aware of unique needs of students, the College and employers of our graduates.

The Advisory Committees represent the region geographically and occupationally, and specifically provides information to the College regarding:

1. types of occupational training needed in the region
2. resources available
3. interest and needs of potential students
4. identification of potential employment opportunities
5. instructional units, courses and programs that should be initiated, revised or deleted
6. new industrial methods and techniques that should be incorporated into the educational process
7. need for trained personnel in specific occupational areas
8. quality of performance of Ivy Tech graduates

"To match job opportunities with job skills." An Equal Opportunity Institution
Indiana Vocational Technical College - 1315 East Washington St. - Indianapolis, Indiana 46202 - Telephone 317/635-6100

ACADEMIC COUNCIL
Document No. 77-030
June 20, 1977
For Information

PROCEDURE: Objectives, Appointment, Functions and Administration of Regional Curricula Advisory Committees.

Each IVTC regional institute maintains a curricula advisory committee for each college program presented by that region to assist the faculty and administration in providing relevant and up-to-date instruction. These committees also provide a vital communication link between the college and the community. Advisory committees help disseminate information that will be of benefit to students, to the program, to the college and to other outside groups or individuals. These committees act in an advisory capacity. Their underlying purpose is to provide advice and counsel.

Objectives of Curricula Advisory Committees are:

1. To review the course of study for each program and recommend changes in the instructional content which will better meet the needs of the students, businesses or institutions, and the organizations which hire the graduates.
2. To recommend the equipment necessary to create real life learning experiences and to complement the instructional content in the course of study.
3. To recommend the minimum amount of education, related work experience and other qualifications that instructors should have to be employed in their teaching area.
4. To review and recommend recruitment procedures to be used by the regional institute to attract students to the program.
5. To assist the regional institute placement office in its effort to find jobs which relate to the graduates area of study and benefit the student and the community.
6. To help maintain a positive image in the community and liaison with all outside agencies that are interested in the educational programs or services of the regional institute.

Functions of Curricula Advisory Committees: The advisory nature of these committees should be stressed. More specifically, their functions can be detailed as follows:

1. Keep the college informed of the occupational needs of the community.
2. Encourage and support recruitment of minority group students and women into the mainstream of career preparation.
3. Help to inform students about occupational opportunities and requirements.
4. Help evaluate, revise and recommend changes in the effectiveness of the curriculum.
5. Assist in planning the curriculum and courses of study.
6. Assist in revision and evaluation of the curriculum.
7. Help in placement of students in cooperative work-experience programs.
8. Help in placing graduates.
9. Promote public and employer support of occupational curriculum.
10. Promote establishment of awards and scholarships to meritorious students.
11. Assist in establishing parameters of qualifications for instructors of programs.
12. Help in the purchase and acquisition of equipment and facilities.
13. Promote donation of equipment supplies and materials for occupational programs.
14. Provide a channel of communication for keeping the community informed of college programs.
15. Obtain public support of favorable legislation for financing the College.
16. Help arrange field trips to industry and other relevant facilities.
17. Recommend speakers for classes and meetings.
18. Provide liaison with professional organizations, labor and management.
19. Recommend admission standards for students.
20. Assist in the placement of graduates.

Indiana State Advisory Council on Vocational Education

Extracts from **"VOCATIONAL EDUCATION ADVISORY COMMITTEE: HANDBOOK FOR MEMBERS"**

Welcome to ---

An **Opportunity** to serve your vocational/technical programs and help them function more efficiently and effectively.

A **Responsibility** to advise your vocational education officials on how to improve their vocational/technical programs.

The **Challenges** of sharing local educational issues and suggesting ways to improve the future.

The **Awareness** that you can be of help and service to your school-institution and those who administer the vocational/technical programs.

This **Service** you are providing requires your most precious commodities -- time and thought, but the rewards are long-lasting in the attainment of improved skills and personal development of individuals in your community.

You were asked to serve because your experience and knowledge are of value. The other members of the advisory committee have backgrounds that are either similar to or will complement yours. Many of you come from business, industry, and labor, and appreciate the need for people to have job skills prior to entering the world of work. Your participation on the committee is a valuable asset toward the proper preparation of students who shortly will be entering the labor market.

It is important, yet difficult, to plan, establish priorities, maintain good community/vocational education relationships, and keep current in business, industrial, and political endeavors. These tasks form part of the job ahead.

In many respects, it may appear that your involvement is a one-way street which benefits only the school. However, your involvement can also benefit you individually, and your community. Individually, you will find this voluntary effort to be a learning and growing experience. The greatest benefit to you may be internal; the satisfaction of knowing that your participation has created a first-rate program of vocational/technical education that will enable students from your community to enter the American work force.

We thank you for accepting the challenge and offering your help.

Advisory Committees: What Are They?

A vocational/technical education advisory committee is a body of persons, predominantly non-educators, selected because of their knowledge, competence, and experience. This committee advises policy makers and educators on vocational/technical programs and their policies in the community or area. The term "advisory" means to HELP or ASSIST - not to establish, administer, or direct policies and programs.

Your role on a vocational advisory committee is one which you took with much consideration. Advisory committees are a form of democracy in action. This opportunity is for you to discuss, investigate, interact, and make recommendations regarding your public educational programs and expenditures.

Since medieval times, craft committees (advisory bodies) have been used to assist in training programs of youth or apprentices learning a trade. Your acceptance of this challenge is a worthy one and requires you to share your knowledge and experience.

What Are The Types Of Vocational Advisory Committees?

A. general, area, or institutional

An overall committee organised to advise the chief administrator or the educational board on all vocational/technical programs in the school, institution, or area. It may include a member from each occupational program or craft advisory committee. It also includes representatives of the community, general public, management, labor, and business. It acts on the concerns of an overall institution/community nature, especially vocational education philosophy, policies, and training needs.

B. program, occupational, or craft

An advisory committee formed several ways to advise the professional instructional staff in a vocational program area, or occupational cluster,* or in one specific trade. It may be one institution, or a specific geographical area, and usually is composed of technical persons in that occupation who can view the field from various vantage points.

C. special, ad hoc, or temporary

An advisory committee formed to seek various alternatives on a special issue or problem, such as pursuing the possibilities and feasibilities of a new vocational program offering. They may also be asked to find alternative shop locations, to plan cooperative arrangements (articulation) between several various institutions, or to seek ways to serve more individuals in non-traditional vocational roles. This committee usually prepares a report of its findings and is then disbanded.

*In definitions

How Can Your Advisory Committee Help?

You can aid the vocational education professionals by:

1) Providing input, and reviewing the current programs and discussing the development of short (annual) and long-range plans. Each general advisory committee should review each annual plan submitted to the State Board on Vocational and Technical Education.

2) Analyze with them the relevant employment needs in the vocational area.

3) Assisting in the development of priorities for vocational program offerings. (secondary, postsecondary, adult)

4) Advising on relevance and adequacy of vocational course content, and the competency of students.

Specific suggestions for reviewing vocational education programs and operations for relevancy include:

(a) selection of criteria of students entering programs
(b) number served in each program including breakout by sex, handicapped, and minorities
(c) physical facilities and adequacy of equipment
(d) course content and teaching materials
(e) achievement levels of all students (competency attainment)
(f) placement and followup results

5) Aid in promoting positive community/school relationships, and a general understanding of vocational education objectives.

6) Each committee can assist by preparing an annual report. Such reports should be concise and contain the advisory committee's recommendations with supportive data. Such reports should be transmitted on a timely basis when policy makers are considering future vocational education plans.

These are general suggestions and only some of the activities with which your committee may be involved. As you become active in an advisory committee undertaking, you'll realize the positive effect which can be achieved in your own community.

Does Your Local Advisory Committee Have Specific Required Mandates/or Responsibilities?

The Indiana State Plan for Vocational Education states that:

> Each eligible recipient (local school or institution) receiving assistance under this State Plan to operate vocational education programs shall establish a local advisory committee to provide the recipient with (a) advice on current job needs, (b) on the relevancy of courses being offered by such agency in meeting such needs, and (c) for

consultation in the development of the annual application. Local Advisory Committees shall be composed of members of the general public, especially of representatives of business, industry, and labor. In addition, advisory committees for each program area shall be established.

The State Board shall notify eligible recipients within the state of their responsibilities. The state Advisory Council shall make available to recipients and local advisory council such technical assistance as recipients may request to establish and operate committees.

Duties of local advisory committee

A. The local advisory council shall advise the eligible recipient (local school or institution) on:

   (a) Current job needs; and
   (b) the relevance of (courses) being offered by the local educational agency or postsecondary educational agency in meeting current job needs.

B. The local advisory council shall consult with the eligible recipient in developing its application to the State Board. (local annual plan)

How Are Advisory Committees Usually Organized And Function

Since an advisory committee progresses through discussions, deliberation, interaction, and communication toward a common purpose of improving vocational education programs, they need a structure, plan, and agenda.

Committee Structure: A minimum of a chairperson or leader and recorder are necessary for effective action of each individual advisory committee. Most advisory committees do establish some formal organization with a chairperson and secretary elected from the committee membership.

Planning: Advisory committee lay-chairperson, and the vocational education staff person responsible for this advisory committee should meet prior to an advisory committee meeting to establish an outline or agenda and determine the topics or issues to be considered and discussed.

The vocational education staff person would then communicate this agenda and/or the back up reference materials to each committee member prior to the committee meeting.

Agenda: Advisory committee meetings are most effective when topics to be considered are established and communicated to members prior to the meetings. However, each meeting should allow time for the advisory committee members to suggest items for future meetings and/or request presentation of materials which will aid in their understanding and deliberations.

Meetings and Attendance: Advisory committee meetings should be conducted in a business-like manner. Your attendance is of vital importance at each meeting. The meeting is where discussions/deliberations become decisions and courses of action. Plan to attend all meetings of your advisory committee.

Staff/Committee Relations: The vocational program staff person will prepare discussion materials and may participate in the discussion to provide background information and data (not to take over, direct, or anticipate the outcome of committee action).

The advisory committee may establish some recognized rules or procedures to follow. This prevents each meeting of being repetitious. Rules vary from formal by-laws to an accepted but unwritten continuing format.

A suggested constitution outline is in the appendix. A note of caution, however: Formal rules are overdone when they become thhe advisory committee's major action rather than a system for advising on the vocational education program.

What Does An Advisory Committee Do Throughout The Year?

A Suggested Year Program Outlined: Some advisory committees have set aside specific meetings each year for certain purposes, and others are unassigned meetings.

Example: Vocational/Technical Advisory Committee's Year's Activities

Month		**Major Topic**
September:	(a)	role of advisory committee
	(b)	new organization of advisory committee
	(c)	tour and review of facilities/equipment
	(d)	enrollment for current year
	(e)	co-op. work stations (suggestions & review)
October:	(a)	open for current issues
	(b)	State Plan application review
November:		Program development and improvement
March:	(a)	surveys of local current labor/employment projections and needs
	(b)	plans to strengthen community relations and public information with vocational and technical education
April:		Open for current or new issues
May:	(a)	program review
	(b)	graduate or complete placement statistics
	(c)	year-end report and summary of recommendations to vocational administrative body

What Can You Expect From The Vocational Education Representative?

Each local advisory committee has a vocational education representative to provide information about and speak for the school's point of view. This person serves as a liaison between the advisory committee and the school.

The staff representative has the responsibilities of informing and orienting the advisory committee to the institution's goals, functions, and philosophy.

The staff representative should be present at the meetings of the advisory committee and support the chairperson. This individual will always strive to maintain free discussions so all the committee members will have an opportunity to participate. He/she will be fair, enthusiastic, community minded, tactful, and have a working knowledge of the vocational programs to be advised.

The staff representative person may perform or will assist in the function of secretary for the advisory committee but should not be the permanent chairperson. Minutes should be prepared for all meetings of the advisory committee. They should be distributed to all committee members within a reasonable time after each meeting. Copies of the approved minutes are to be distributed to appropriate persons or bodies and a file maintained for reference.

The staff representative is a busy person but is willing to listen and learn other approaches to problem solving. Remember, the representative is part of a larger organization and may be fearful of your comments or think that you will expose a weakness to public ridicule. Nothing positive is gained by such activities. Study and discuss areas of strength, as well as areas of weakness when exploring various alternatives before making any specific recommendations.

Self-Check Sheet For Advisory Committee Members

1) My name is ______________________________ date ___________

2) Our advisory committee is a/an (a) _____ general, (b) _____ program, or (c) _____ ad hoc

3) Our advisory committee has by-laws _____ yes or _____ no

4) Our advisory committee chairperson is ______________________

5) Our voc.ed./rep. is _____________________ phone ___________

6) Our advisory committee secretary is ________________________

7) Advisory committee minutes and agendas are mailed to advisory committee Members ___ yes ___ no school board ___ yes ___ no

8) Our advisory committee includes vocational education programs in the following vocational areas ______, ______, ______

9) Our advisory committee will discuss current job needs as they relate to vocational education on ___________ (date)

10) We will review the local vocational education annual application to the State Board on Vocational and Technical Education on: ____________ (date)

11) Our advisory committee will review vocational education course relevancy on ____________ (date)

12) Our advisory committee will be involved in a vocational education program review on ____________ (date)

13) Our advisory committee's annual reports to the administrative body will be completed by _____________ (date)

14) Other concerns I desire to be discussed by our advisory committee are _________, _________, _________, __________
____

15) Activities our advisory committee will participate in for better local understanding of the vocational education program are
_________ radio/TV, _________ newspapers,
_________ School/institution/special programs/ie; awards
_________ vocational youth groups

16) Special data our committee reviews annually includes:
___________ program enrollment
___________ placement
___________ past year's followup
___________ budget
___________ curriculum material
___________ special non-traditional needs
___________ labor/employment needs.

17) Any special community studies desired: _________, _________
____

APPENDIX: SUGGESTED ADVISORY COMMITTEE CONSTITUTION

Article I. Purposes and Name

Section 1. (Persons and agencies with whom the advisory committee confers.) The above named advisory committee shall exist only during such time as it may be authorized by the Board.

Section 2. (Operating field or type of advisory committee.) The above named advisory committee shall operate in those fields directly included in the program for which it has been appointed, and shall limit its activities to advise on matters which directly concern that vocational program.

Section 3. (Purpose and duties of the advisory committee.) The purpose and duties of the above named advisory committee may include:

a. Study the needs of business and/or industry which may be related to an individual skill program, family of occupations, or the total general program.

b. Aid the school/program area in those activities which will lead toward progress.

c. Help in developing a program for the area that will better relate to agriculture, business, and industry.

d. Offer recommendations for the improvement of facilities, equipment, and instructional materials.

e. Assist in evaluating the school/courses as related to the stated objectives.

f. Correlate the work of the school/program with that of unions, labor, management, and Chamber of Commerce, with which the advisory committee members can develop a communication network.

g. Assist the school/programs in selecting priorities.

h. Study school/programs in other communities for the purpose of encouraging the use of those practices which may be applicable to our programs.

i. Advise on revision of objectives or goals of school/program as determined by study and evaluation.

j. Serve as an avenue of communication between education, the world of work, and our community.

k. Estimate or evaluate annually the progress made towards goals.

Article II. Membership

Section 1. Members shall be selected and appointed to represent a cross section of the community, business, and industry served by the school/ program.

Section 2. Appointment of an advisory committee member shall be for three years, except when the appointment is to fill an unexpired term; thus, one-third of total membership shall be appointed each year. Advisory committees will have a minimum members.

Section 3. The term of a new committee member shall begin on August 1.

Section 4. The active advisory committee may submit names of prospective committee members to the appropriate appointing official.

Section 5. The appropriate designated vocational educator liaison will be present at each meeting.

Article III. Meetings

Section 1. Regular and announced meetings of the advisory committee will be held (day of and month) during the year.

Section 2. Written notices of committee meetings shall be mailed to all members at least ten (10) days before each meeting by the committee secretary or school representative.

Section 3. Agenda for the meeting shall be prepared by the chairperson and appropriate vocational administrator/or instructor liaison.

Article IV. Officers and Duties

Section 1. The officers shall be a chairperson, vice-chairperson, and secretary elected from the committee and membership.

Section 2. Chairperson and vice-chairperson shall be elected annually by majority vote of the committee members at the annual meeting.

Section 3. The chairperson shall be elected from among those members who have served on the advisory committee for at least one (1) year.

The duties shall be:

a. to preside at the meetings of the advisory committee

b. to serve as chairperson of the executive committee

c. to appoint special committees which may include persons other than committee members

d. to represent the group at other meetings as requested.

Section 4. The vice-chairperson shall perform the duties of the chairperson in the person's absence.

Section 5. The secretary shall:

a. send out notices of meetings

b. keep records and attendance of members at meetings

c. maintain a permanent record file of advisory committee activities

d. distribute minutes of committee meetings and copies of other committee documents to committee members, teachers, and others who may be concerned instructors. (The secretary shall have the assistance of the school staff and the use of the school facilities in performing the functions.)

Article V. Amendments

Section 1. The by-laws may be amended or added to by a two-thirds majority vote of active members at any regularly scheduled committee meeting.

Extracts from "**St. Louis Community College at Florissant Valley**
CAREER ADVISORY COMMITTEE HANDBOOK"

Background and Role of Advisory Committees

Public education in the United States was instituted and is maintained by society to serve needs and perform activities identified as desirable. The community has always been involved in educational activities through the participation of lay citizens on state and local boards of education. This involvement has insured that educational systems are responsive to the needs identified and prioritized by lay citizens.

The use of advisory committees in vocational education programs is a natural and desirable extension of lay participation in education. Occupational education programs are designed to prepare youth and adults to enter the labor force immediately following graduation, and to supply the means for them to upgrade their skills. In performing this function, it is necessary that occupational programs be reviewed and updated regularly by persons engaged in the various occupational fields in order to insure that that instructional programs are relevant. The establishment and use of program advisory committees is an efficient and logical way of providing this critical function.

When voters created the college district in 1962, they wanted low-cost, high-quality education for themselves and their families. This mandate has led to a rich variety of programs and teaching methods. Florissant Valley is committed to providing educational experiences needed to allow our students to succeed - whether they continue their education or seek employment.

Advisory committees play a crucial role in planning, revising and maintaining career curricula that will prepare students to meet the challenges of the work world. Programs must constantly reflect changes in technology and job requirements. However, updating existing programs is not enough. The college must be alert to technology changes and be able to design curricula and programs reflecting new areas of growth and demand.

Functions of an Advisory Committee

The primary function of an advisory committee is to advise rather than administer programs. Each committee has the responsibility to provide counsel to the faculty and the administration of St. Louis Community College concerning general and educational procedures as they relate to career programs. The committee also suggests types of educational and technical services needed by the community and offers advice for the maintenance and development of the program. Additionally, committee members agree to share in periodic program evaluation, revision, and updating as may be required.

The advisory committee members serve as community and professional representatives in assisting St. Louis Community College in maintaining programs that meet both student and community needs. In fulfilling its purposes, the advisory committee provides the vital link needed to keep career programs relevant to the needs of the students and to the ever-changing needs of society. Professionals on the committee, by virtue of being involved in the most recent changes reflected in modern technology, are able to keep the college informed of the need for curriculum and course evaluation and revision, equipment replacement and expansion, and professional development of the instructional staff.

Committee Membership

While there is no single criterion for selection of members to serve on an advisory committee, factors which contribute to selection include:

a. Members should have a personal interest in the existence and continuation of the career program they will be advising.

b. Members should be willing and able to serve.

c. Members should have the available time to attend scheduled and special meetings as needed in order to conduct business and carry out their responsibilities.

d. Members should represent different industries that may be served by the graduates of the career program.

e. Committee membership should include, insofar as possible, a graduate of the program.

f. Members should be able to work with other members of the committee, the faculty of the program, and College administrators in bringing about sound programmatic improvements.

g. Members should be willing to provide support to the career program through their professional or personal expertise and experience.

h. Members should be willing to provide advice, recommendations, and counsel in a manner that will reflect needs of the industry as a whole rather than a narrow approach that may apply to only a segment of the industry to be served by graduates.

i. Members should make a commitment to help students, the community, and faculty through active participation with the college when they agree to serve as a member of an advisory committee.

The number of members appointed to any one committee is flexible; however, there will normally be no fewer than six members nor more than 12. The faculty of the program, the Division Associate Dean responsible for the program, and the Associate Dean of Instruction will serve as ex-officio members of the committee. If the advisory committee serves programs at the other two campuses, faculty and administrators from those campuses also will serve as ex-officio members.

Terms of Appointment

All members are appointed by the Board of Trustees upon the recommendation on the Chancellor. The Committee will serve for a period of one year, normally September 1 to August 31 of the following year. Committees and individual members may be reappointed by the Board for additional terms.

Committee Organization

Each committee will have a Chairperson who will preside over the meetings and insure that business is conducted according to established procedures. A representative from the college will keep minutes of the meetings and serve as secretary of the committee and will be responsible for distributing the minutes.

Meeting Times and Communications

Committees will meet as called by the Associate Dean responsible for the program. All committees will meet at least once each semester, and may be requested to meet more often if the need arises. All communications, minutes, and agenda items should be directed through the Divisional Associate Dean.

APPENDIX 6(1)

INSTITUTION:	University of the District of Columbia: Department of Library Science and Instructional Systems Technology
PROGRAMME TITLE:	Library/Media Technology
QUALIFICATION AVAILABLE:	Associate in Arts Degree

	Level	Quarter Credits
L/MTA required courses		
Introduction to media, methods and techniques	1	3
Introduction to library media services	1	3
Media equipment operation and maintenance	1	3
Support operation for technical processes	1	3
Support operation for public services	1	3
Photography	2	3
Graphics theory and techniques	2	3
Fundamentals of television production	2	3
Library practicum	2	3
General education required courses		
English composition I	1	3
English composition II	1	3
General college math I	1	3
General college math II	1	3
Social science	n/s	3
Natural science	n/s	3
L/MTA elective courses		
Library research	1	3
Introduction to cataloguing and classification	2	3
Special libraries	2	3
Non-verbal and visual communication	2	3
Multi-media production techniques	2	3
Media for children	2	3
Other elective courses specified as appropriate		
Elementary typewriting	1	3
Process of communication	1	3

BASIS OF QUALIFICATION

46 credits from required courses
15 credits from elective courses
—
61 quarter hour credits in total

TRANSFERABILITY: All credits transferable within the University

ADVISORY COMMITTEE: Yes

INSTITUTION: United States Department of Agriculture Graduate School

PROGRAMME TITLE: Library Technology

QUALIFICATION AVAILABLE: Certificate of accomplishment for library technicians

	Level	Quarter Credits
L/MTA required courses		
Introduction to library techniques	1	3
Cataloguing and classification I	1	3
Principles of library organisation	2	3
Introduction to bibliographic science	2	3
Cataloguing and classification II	2	3
Basic reference service and reference tools	2	3
Library technician seminar	5	3
General education required courses		
English - communications	1	3
L/MTA elective courses		
Acquisition of library material	2	3
Biomedical literature	2	3
Legal literature	2	3
Automation of library operations	2	3
Serials acquisition and control	2	3
Other elective courses specified as appropriate		
Government writing	2	3
Administrative procedure	2	3
Report writing	2	3
Research report writing	2	3
Principles of editing and their application	1	4
Basic concepts of data processing	1	3
Information storage and retrieval by computer	2	3

BASIS OF QUALIFICATION

24 credits from required courses
9 credits from elective courses
—
33 quarter hour credits in total

TRANSFERABILITY: "Cannot be assumed that credit will be accepted for transfer by any particular college or university."

ADVISORY COMMITTEE: Yes

APPENDIX 6(3)

INSTITUTION:	Oscar Rose Junior College
PROGRAMME TITLE:	Library Technical Assistance
QUALIFICATION AVAILABLE:	Certificate in Library Technical Assistance or Associate in Technology Degree

* = requirements and electives for certificate

	Level	Semester Credits
L/MTA required courses		
Introduction to library resources and services*	1	3
Introduction to library technical services*	1	3
Introduction to audio-visual equipment and services*	1	3
Automated library services*	1	3
Federal, state, local publications*	1	2
Library services for children and young adults*	1	2
General education required courses		
General humanities I* and II*	1/1	3/3
Human relations*	2	3
English composition I	1	3
English composition II	1	3
United States history	1	3
American national government	2	3
Personal psychology or general psychology	1/2	3/3
Physical education or an "activity"	1	2
Science or Mathematics	0/1/2	6
Certificate only		
English composition I* and II*	1/1	3/3
Other elective courses specified as appropriate		
Literature of the American Indian	1	3
Black literature	1	3
American literature I and II	2/2	3/3
English literature I and II	2/2	3/3
Introduction to cinema	2	3
Personnel management	2	3
Computer programming	1	3
History of Europe I and II	1/1	3/3
Introduction to the history and philosophy of science	1	3
Fundamentals of speech	1	3
Basic mathematics	0	3
Consumer mathematics	0	3

Certificate only

Principles of management	2	3
Introduction to data processing	1	3
General physical science	1	4

BASIS OF QUALIFICATION

AT Degree
47 credits from required courses
15-16 credits from elective courses

62-63 semester hour credits in total

Certificate
28 credits from required courses
3-4 credits from elective courses

31-32 semester hour credits in total

TRANSFERABILITY: Library science credits transferable to Bachelor's degree programs in library science within the Oklahoma State University System

ADVISORY COMMITTEE: Yes

INSTITUTION: St Louis Community College: FLorissant Valley Campus

PROGRAMME TITLE: Library Technical Assistant

QUALIFICATION AVAILABLE: Associate in Applied Science Degree

	Level	Semester Credits
L/MTA required courses		
Introduction to library services	0	3
Cataloguing and classification	0	3
Technical services	0	3
Reference services	0	3
Library internship (1 day per week)	0	3
General education required courses		
Elementary typewriting (or a demonstrated proficiency	1	3
Career English or English Composition I	1	3
Report writing or English Composition II	1	3
Western Civilisation	1	6
Introduction to sociology	1	3
Physical education	-	2
Introduction to American politics	1	3
General psychology I	2	3
Introduction to data processing	1	3
Literature	-	6
L/MTA elective courses		
Audio-visual materials and equipment	0	3
File management	0	3
Introduction to records management	0	3
Other elective courses specified as appropriate		
Maths or science subjects	-	6
Art appreciation	1	3
Clerical practice I	0	3
How to teach children to read	0	3
Humanities I	1	4
American problems and issues	2	3
Child psychology	2	3

BASIS OF QUALIFICATION

47-50 credits from required courses
14-17 credits from electives

64 semester hour credits in total

TRANSFERABILITY: "Depends upon the institution, the intended program of study and upon the student's record."

ADVISORY COMMITTEE: Yes

APPENDIX 6(5)

INSTITUTION: College of Du Page

PROGRAMME TITLE: Library Technical Assistant

QUALIFICATION AVAILABLE: Associate of Applied Science Degree or Certificate

	Level	Quarter Credits
L/MTA required courses		
Today's libraries	1	5
Basic information tools	1	5
Acquisitions	1	5
Processing I and II	2	8
Media hardware operations	1	2
Services	2	5
Library internship	2	3
General education required courses		
A minimum of 5 credits in each of 4 categories, broadly described as use of English language, arts and humanities, sciences, social sciences.	1/2	30
Including, if necessary:-		
American politics or History of the USA to 1840 or test on US and Illinois constitution or exemption by Illinois high school transcript	1/2	5
Beginning typing (or demonstrated proficiency)	1	4
L/MTA elective courses		
Library internship (additional)	2	3
Other elective courses specified as appropriate		
A choice from 4 categories already mentioned	1/2	12-15

BASIS OF QUALIFICATION

AAS Degree
63-66 credits from required courses
27-30 credits from elective courses

93 quarter hour credits in total

Certificate
Not stated

TRANSFERABILITY: "When the courses are part of, or applicable to, a degree programme in that other institution. ... There is no guarantee that occupational course credits will transfer."

ADVISORY COMMITTEE: Yes

INSTITUTION: Felician College

PROGRAMME TITLE: Library Science

QUALIFICATION AVAILABLE: Associate in Arts Degree

	Level	Semester Credits
L/MTA required courses		
None		
General education required courses		
Philosophy and theology	1/2	6
Humanities	1/2	12
Behavioural/Social sciences	1/2	9
Natural sciences and mathematics	1/2	9
L/MTA elective courses		
Using books and libraries	1	3
Cataloguing and classification I and II	2	6
Selection and acquisition of materials for school media centers	2	3
Reference materials for elementary schools	2	3
Literature for young people	2	3
Children's literature	2	3
Current adult literature	2	3
Administration of learning centers	2	3
Operating procedures of audio-visual equipment	2	3

General education electives

As necessary to meet requirements for Associate Degree

BASIS OF QUALIFICATION

36 credits from required courses
28 credits from elective courses
—
64 semester hour credits in total

TRANSFERABILITY: ?

ADVISORY COMMITTEE: No

INSTITUTION: Prairie State College

PROGRAMME TITLE: Library-Media Technology

QUALIFICATION AVAILABLE: Associate of Applied Science Degree

	Level	Semester Credits
L/MTA required courses		
Introduction to libraries and media	1	3
Resources and references	1	3
Children's services	1	3
Operation and use of media and equipment	1	4
Production of multi-media	1	4
Seminar on information centers	2	2
Systems and machine technology of libraries	2	3
Practicum (10 hours per week)	2	3
Classification and cataloguing of material	2	4
Young adult services	2	3
General education required courses		
Beginning typewriting	1	3
English composition	1	3
Introduction to the study of contemporary society or Modern social problems	1	3
Introduction to data processing or Language arts for young children or Principles of speech	1	3
A laboratory course in a chosen science	1	4
One course chosen from a list of 13 in the arts and humanities	1/2	3
Choice of any college course	1/2	11

L/MTA elective courses

None

Other elective courses

None

BASIS OF QUALIFICATION

62 credits from required courses
0 credits from elective courses
—
62 semester hour credits in total

TRANSFERABILITY: "The College to which application is made will decide if the transfer is acceptable."

ADVISORY COMMITTEE: Yes

APPENDIX 6(8)

INSTITUTION: City Colleges of Chicago: Wright College (W), City-Wide College (C-W), Daley College (D), and Loop College (L)

PROGRAMME TITLE: Library Technology

QUALIFICATION AVAILABLE: Library Technical Assistant: Associate in Applied Science Degree (a), Basic (b) and Advanced (c) Certificates
Library Technology: Basic Certificate (d)
School Library Assistant: Basic Certificate (e)

	Level	Semester Credits	Qualification programme					Courses offered at City Colleges of Chicago			
			a	b	c	d	e	W	C-W	D	L
L/MTA required courses											
Introduction to library procedures	1	3	*	*	*	*	*	†	†	†	†
Audio-visual procedures	1	3	*	*	*		*	†	†	†	†
Library practicum and seminar (20+2 hrs per week)	1	6	*	*		*	*	†	†		
Library public service	2	3	*	*	*	*		†	†	†	†
Materials acquisition procedures	2	3	*	*				†		†	†
Materials preparation procedures	2	3	*	*	*			†		†	†
School library procedures	2	3					*	†		†	†
General education required courses											
Beginning typewriting	1	3	*	*				†	†	†	†
A minimum of 3 credits in each of 4 categories, broadly described as communications skills, consumer education, natural science, and socio-cultural science	1/2	15-18	*					†	†	†	†
Report writing	1	3	*					†	†	†	†
Intermediate typewriting	1	3		*				†	†	†	†
Children's literature	1	3				*			†		
L/MTA elective courses											
Any library technology course	1/2	3		*							
Other elective courses											
Any college course	1/2	15-18	*								
Any college course	1/2	3		*							

BASIS OF QUALIFICATION

AAS Degree (a) offered at Wright (W) and Daley (D) Colleges
42-45 credits from required courses
15-18 credits from elective courses
———
60 semester hour credits in total

Basic Certificate (b) offered at Wright (W) and Daley (D) Colleges
12 credits from required courses
0-3 credits from elective courses
———
12-15 semester hour credits in total

Advanced Certificate (c) offered at Daley (D) College
27 credits from required courses
3 credits from elective courses
—
30 semester hour credits in total

Library Technology: Basic Certificate (d) offered at City-Wide (C) College and
School Library Assistant: Basic Certificate (e) offered at Daley (D) College
15 credits from required courses
0 credits from elective courses
—
15 semester hour credits in total

Loop College does not appear to offer a formal qualification.

TRANSFERABILITY: Within the City of Chicago College system, but for other colleges and universities, the student is advised to check the institution's requirements at an early stage.

ADVISORY COMMITTEE: ?

APPENDIX 6(9)

INSTITUTION: Butler University: University College

PROGRAMME TITLE: Library Science and Audio-visual

QUALIFICATION AVAILABLE: Associate Degree (NB Now discontinued)

	Level	Semester Credits
L/MTA required courses		15
Principles of instructional materials center		
Audio-visual education or production		
Cataloguing and classification *1		
Bibliography and principles of book selection *1		
Reference sources and services *1		
General education required courses		
English I and II	1/1	8
Physical education or equivalent	-	2
Literature: American or English authors	1/1	3
Art appreciation	2	3
American history or Development of civilisation	1/1	6
Introduction to psychology	1	3
Introduction to geography	2	3
Introductory sociology or Principles of economics	2/2	3
Survey of mathematical thinking or Concepts of physical science	1/1	5
Concepts of life science	1	4
Public speaking	1	3
Typewriting	1/2	3
L/MTA elective courses *2		
Practicum and readings in library (sic)		3
Administration		3
Library a-v course chosen from a list		3
Other elective courses		
Choice of a science or math course	1/2	3

BASIS OF QUALIFICATION

61 credits from required courses
3 credits from elective courses

64 semester hour credits in total

TRANSFERABILITY: ?

ADVISORY COMMITTEE: No

*NB (1) Courses with similar titles are still offered at 400 level in the College of Education at Butler University.

(2) L/MTA electives are those courses which would need to be taken, in addition to the Associate Degree programme, for the student to be granted the Indiana Public Library Certificate, Level V.

APPENDIX 6(10)

INSTITUTION: Indiana Vocational Technical College, Indianapolis Regional Institute

PROGRAMME TITLE: Library resource aide

QUALIFICATION AVAILABLE: Occupational certificate or Technical certificate

	Level	Quarter Credits
L/MTA required courses		
Library and learning resource center fundamentals I and II		6
Library forms and records		3
Library technical services I and II		6
Audio-visual production		3
Library operations and practices		5
Library public services I and II		5
A-V equipment operations and maintenance		3
Field project/co-operative education		7
General education required courses		
Typewriting I and II		8
Communications		4
Applied psychology or Human relations		4
Oral communications		4
Clerical office procedures		3
L/MTA elective courses		
Studio lighting and set up techniques		3
Introduction to health science library		3
Other elective courses		
Any science course		
Any graphics or media course		
Business communications		4
Accounting principles I		4
Introduction to data processing		3
Key device training		3
Introduction to photography		3
Darkroom processes		3
Introduction to video production		3
Medical linguistics		2

BASIS OF QUALIFICATION

Technical Certificate
61 credits from required courses
6 credits from elective courses
—
67 quarter hour credits in total

Occupational Certificate
15 credits from above lists of required courses

TRANSFERABILITY: Within the IVYTECH System, but otherwise at the discretion of the accepting college.

ADVISORY COMMITTEE: Yes

INSTITUTION: Cuyahoga Community College

PROGRAMME TITLE: Library/Media Technology

QUALIFICATION AVAILABLE: Associate of Applied Science Degree

	Level	Quarter Credits
L/MTA required courses		
Introduction to library/media resources and services	1	3
Technical processes I and II	1/1	6
Readers' services	2	4
Introduction to children's books	2	3
Circulation control systems	2	3
Internship (13½ hours per week)	2	4
General education required courses		
English composition	1	9
Electronic data processing	1	4
Business mathematics	1	3
Office machines	1	4
Filing and records control	1	3
Office management	2	4
Typewriting (as needed)	1	0-6
Physical education	1	2
L/MTA elective courses		
None		
Other elective courses		
A minimum of 9 credits in any two of the following areas: Humanities, Social Sciences, and Science and mathematics (Recommendations vary according to the type of library to which the technician seeks to relate.)	1/2	38-44

BASIS OF QUALIFICATION

52-58 credits from required courses
38-44 credits from elective courses

96 quarter hour credits in total

TRANSFERABILITY: "Many of the courses are not designed for transfer to a four year institution."

ADVISORY COMMITTEE: Yes

INSTITUTION: Borough of Manhattan Community College: Department of Instructional Resources

PROGRAMME TITLE: Library Technology (NB Now discontinued)

QUALIFICATION AVAILABLE: Associate in Arts Degree

	Level	Semester Credits
L/MTA required courses		
Introduction to the use of libraries and library resources	1	3
Technical processes in libraries	1	3
Media materials and equipment	2	3
Field experience	-	4
Public service in libraries	2	3
Applied library service	3	3
General education required courses		
English I, II and III		9
History of Western civilisation I and II		6
3 modern language courses		9-10
Physical education		1
Mathematics		4
Speech		3
2 science courses		8
Health education		2
L/MTA elective courses		
None		
Other elective courses		
Music or Art		2

BASIS OF QUALIFICATION

67-68 credits from required courses
2 credits from elective courses

69-70 semester hour credits in total

TRANSFERABILITY: Up to 9 credits from courses other than Liberal Arts may be transferred for College Associate in Arts Degrees in Liberal Arts. Transfer outside the College not possible.

ADVISORY COMMITTEE: No

ADDITIONAL READING

A good introduction to library technician programmes is the collection of papers in

ADAMOVICH, S G ed
Reader in library technology. Microcard Editions Books. 1975.

Further information about the L/MTA programmes visited can be found in the following papers:-

BLOOM, Janet
A study of the Library Technical Assistant in Illinois. Illinois University, Urbana. Library Research Center. 1975.

BUCHMAN, Kay
Training LTAs by television. Oklahoma Librarian. 28(2) April 1978. pp 8-9.

DUVALL, Betty.
The Library Technician program at Florissant Valley Community College. Missouri Library Association Quarterly. 29(3) Summer 1968. pp 230-234.

FOX, G A and BAKER, R C
Media technology: Prairie State. Illinois Libraries. 52(7) September 1970. pp 722-726.

HEWEY, Dell
Training Library Technical Assistants by television. COLT Newsletter. 12(9) October 1979. pp 1-2.

PAYNE, K B
Relief for overworked librarians. DC Libraries. 34 January 1963. pp 9-11.

SCHNEIDER, E R
A study of seven library media programs to determine to what extent the programs parallel the American Library Association criteria for library technology programs. Ohio Media Spectrum. 30(4) April 1978. pp 33-48.

SHERROD, J
The new program for training information technicians at the US Department of Agriculture Graduate School. American Documentation Institute. Proceedings of the 26th annual meeting, Chicago, Illinois, October 1963. pp 1208-1209.

More general current awareness needs can be satisfied by the monthly (11 x pa) **COLT Newsletter**, published by the Council on Library Media Technicians since 1967.

A starting point for a more detailed study might be:

GILL, Suzanne
The library media technical assistant: a bibliography. COLT. 1974 (and its various supplements and revisions).

ITINERARY

Date	Institution/Library	Contact
Wednesday 10th September	Library and Media Services Division University of the District of Columbia WASHINGTON DC	Raymond E Roney Deputy Director (Vice Chairman, COLT)
Thursday 11th September	Graduate School US Department of Agriculture WASHINGTON DC	Mrs T J Wells Assistant to the Director
Thursday 11th September	Department of Library Science and Instructional Systems Technology University of the District of Columbia WASHINGTON DC	Dr Edith M Griffin Chairperson
Friday 12th September	Public Library of the District of Columbia WASHINGTON DC	Mr Calvin Tildon Personnel Director
Monday 15th September	Learning Resources Centre Oscar Rose Junior College MIDWEST CITY	Dr Dell Hewey Instructor, LTA Program
Tuesday 16th September	School of Library Science University of Oklahoma NORMAN	Dr James S Healey Director
Tuesday 16th September	Bizzell Memorial Library University of Oklahoma NORMAN	Dr Sul H Lee Dean
Wednesday 17th September	Oklahoma State Department of Libraries OKLAHOMA CITY	John Hinkle Consultant
Thursday 18th September	Library, St Louis Community College Florissant Valley Campus ST LOUIS	Mrs Carolyn W Mercurio Program Co-ordinator, Library Technical Assistant Program and Mrs S Gill, Publications Chairperson, COLT

Date	Institution/Library	Contact
Friday 19th September	St Louis Public Library ST LOUIS	Ms Anna E Horn Manager, Main Library
Monday 22nd September	Learning Resources Center Wilbur Wright College CHICAGO	Richard L Taylor Director (Chairman, COLT)
Tuesday 23rd September	Learning Center Prairie State College CHICAGO HEIGHTS	George A Fox Director
Tuesday 23rd September	Office for Library Personnel Resources American Library Association CHICAGO	Ms Margaret Myers
Wednesday 24th September	Learning Resources Center College of Du Page GLEN ELLYN	Richard L Du Cote and Mrs B Sidhu, Dean Instructor, LTA Program
Thursday 25th September	Department of Library Science Felician College CHICAGO	Sister Mary Chrysantha Rudnik Chairperson (former Chairperson, COLT)
Thursday 25th September	Library, American Hospital Association CHICAGO	Ms Eloise C Foster Director
Friday 26th September	Learning Resources Center Indiana Vocational Technical College INDIANAPOLIS	Ms Susan Mannan Director
Friday 26th September	College of Education Butler University INDIANAPOLIS	Dr Henriette J Kaplan Professor Professor
Friday 26th September	Indianapolis - Marion County Public Library INDIANAPOLIS	Mrs Carolyn Wheeler Administrative Assistant - Personnel
Monday 29th September	Learning Resource Center Cuyahoga Community College CLEVELAND	Ms Margaret R Barron (former Chairperson, COLT)

Date	Institution/Library	Contact
Monday 29th September	Cleveland Health Sciences Library CLEVELAND	Robert G Cheshier Director
Tuesday 30th September	Cleveland Public Library CLEVELAND	Dr E J Gaines and Mr N Holman, Director Personnel Director
Wednesday 1st October	School of Library Science Case Western Reserve University CLEVELAND	Dr E T O'Neill Dean
Friday 3rd October	Niagara College of Applied Arts and Technology Welland ONTARIO	R J Bowman Director, Library Technician Program
Monday 6th October	Borough of Manhattan Community College NEW YORK	Ms Evelyn Hisz Reference Librarian
Monday 6th October	Rockefeller Foundation Library NEW YORK	Ms Muriel Regan Librarian